

**THE PERCEPTIONS OF PRINCIPALS AND SCHOOL BOARD  
MEMBERS REGARDING THEIR WORKING RELATIONSHIP IN THE  
ZAMBEZI REGION OF NAMIBIA**

by

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## DECLARATION

I declare that **THE PERCEPTIONS OF PRINCIPALS AND SCHOOL BOARD MEMBERS REGARDING THEIR WORKING RELATIONSHIPS IN THE ZAMBEZI REGION OF NAMIBIA** is my own work and that all sources consulted have been indicated and acknowledged by means of complete references. I, furthermore, declare that I have not previously submitted this work, or part of it, for examination at UNISA for another qualification or at any other higher education institution.

Stanley Chombo Chombo



Signature

Date: November 2019

## **DEDICATION**

I dedicate this dissertation to my parents who taught me that even the largest task can be accomplished if it is done one step at a time. I also dedicate the success of this dissertation to my wife and my four lovely children.

## **ABSTRACT**

The purpose of this study was to explore the perceptions of principals and school board members (SBMs) regarding their working relationship in the Zambezi region of Namibia. Not much research about this area has been conducted in the Zambezi region and Namibia at large. The reviewed literature posits that principals play a major role in creating effective working relationships with SBMs. It also argues that positive working relationships between principals and SBMs are at the heart of making a school extraordinary. This working relationship can be fruitful if there is a closer understanding of the roles and responsibilities between the principals and SBMs. Three leadership theories that seemed to suit the study were analyzed and discussed. The transformational leadership, partnership and Dewey's theory of democracy in education were relevant to this study. The three leadership theories guided the study in exploring the perceptions of principals and SBMs regarding their working relationships in the Zambezi region. They also guided the study to clarify the challenges that contributed to the lack of trusting working relationships between principals and SBMs in the Zambezi region in Namibia. The study is located in the interpretive paradigm, where a qualitative case study approach to the research problem was employed. For the purpose of the study, the researcher selected six schools, two primary schools, two combined and two senior secondary schools, as sites to explore the research problem. It is important to mention that the findings of the study cannot be generalized to all school boards in Namibia, since the research was limited to six schools in the Zambezi region only. The researcher summarized the findings of the study according to the four research questions.

The findings derived from this study revealed that the majority of principals and SBMs perceived their working relationship as collegial. However, the study also revealed that some SBMs did not have a good working relationship with the principals. SBMs were not aware of how the finances of the school were utilized. Furthermore, they accused principals of not being transparent when it came to staff appointments.

The findings from this study also revealed that, when there was a good working relationship between principals and SBMs at the school, it became easier to maintain discipline among learners and that learners performed better. There needs to be good communication between principals and SBMs, as principals and SBMs are important partners when it comes to the smooth running of a school. There were consultations between principals and SBMs on matters regarding school development. It was, furthermore, learnt that, where there were consultations between principals and SBMs, unity and trust were developed. The Ministry of Education, Arts and Culture (2001:15; 2016:2) in Namibia clearly points out that “For every state school, a school board must be established to administer the school affairs and promote the development of the school and learners of the school” and to “ensure the school is effective in its teaching and learning programme”. However, the study revealed that principals and SBMs were not working in accordance with the Education Act, Act 16 of 2001. SBMs lost interest in participating in school activities. It became evident that SBMs did not seem to be attending school board meetings when invited and rendered many excuses. It emerged from the findings that parent SBMs wanted to be given sitting allowances when attending school board meetings. The findings from the study indicate that there should be good communication between principals and SBMs.

Regular school board meetings could help build a good working relationship between principals and SBMs. School board training should be organized for principals and SBMs.

To mitigate the challenges faced by principals and SBMs regarding their working relationship in the Zambezi region of Namibia, recommendations associated with understanding of and adherence to policies, working together, communication, trust and fear among SBMs, are that all schools should have scheduled school board meetings that are communicated very early to everyone concerned and SBMs should be given sitting allowances. The researcher recommends that principals and SBMs receive compulsory and appropriate training that will help them to understand and perform their roles and responsibilities well. Where necessary, school board trainers should use a vernacular language (or seek the services of an interpreter) so that parent SBMs who are not fluently bilingual can understand and grasp all essential concepts of the training programme. In addition, the researcher recommends that community members, who are educated and knowledgeable but do not have children at the school, should be co-opted to serve on the school board. There should be clear policies and processes regarding the recruitment of staff who works at the school. The researcher posits that effective communication can be enhanced by employing vernacular languages in meetings to ensure that parent SBMs understand all the proceedings and are involved. It is advisable for the principal and other SBMs to communicate effectively, keep to what they say and always follow through with tangible actions. To reduce fear demonstrated by Learners' Representative Council (LRCs) serving on the school board during meetings, it is advisable to give appropriate training so that they can gain a better understanding of their roles and responsibilities. In order for principals to work in harmony with

SBMs, it is essential to have well-defined roles, as well as to treat everyone fairly and respectfully.

**KEY TERMS:** School Board; Parent; Principal; School development plan; Teacher; School Patron; School board members; School governing bodies; Board of governors; Relationship; Learners' representative Council members; Free education.

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## TABLE OF CONTENTS

<b>CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY .....</b>	<b>1</b>
1.1 INTRODUCTION .....	1
1.2 BACKGROUND OF THE STUDY .....	1
1.3 MOTIVATION FOR THE STUDY .....	2
1.4 STATEMENT OF THE PROBLEM .....	3
1.5 RESEARCH QUESTIONS .....	5
1.6 SIGNIFICANCE OF THE STUDY .....	6
1.7 OBJECTIVES OF THE STUDY .....	6
1.8 CLARIFICATION OF CONCEPTS .....	7
1.9 ASSUMPTIONS .....	8
1.10 DELIMITATIONS OF THE STUDY .....	9
1.11 LIMITATION OF THE STUDY .....	9
1.12 ETHICAL CONSIDERATIONS .....	9
1.13 CHAPTER DIVISIONS .....	10
1.14 CONCLUSION .....	11
<b>CHAPTER 2: LITERATURE REVIEW .....</b>	<b>12</b>
2.1 INTRODUCTION .....	12
2.2 THE IMPORTANCE OF RELATIONSHIPS .....	13
2.3 ELEMENTS NEEDED TO BUILD RELATIONSHIPS .....	13
2.4 WORKING RELATIONSHIPS BETWEEN PRINCIPALS AND SBMs .....	15
2.5 COMPOSITION OF THE SCHOOL BOARD (SB) IN NAMIBIA .....	16
2.6 THE MAIN RESPONSIBILITIES OF THE SCHOOL BOARD: THE NAMIBIAN PERSPECTIVE .....	17
2.7 ROLES AND RESPONSIBILITIES OF THE SCHOOL GOVERNING BODY: SOUTH AFRICAN PERSPECTIVE .....	22
2.8 WORK OF THE SCHOOL BODIES: UNITED STATES OF AMERICA PERSPECTIVE .....	24
2.9 CHARACTERISTICS OF AN EFFECTIVE SCHOOL BOARD .....	25
2.10 THE ROLE OF THE PRINCIPAL IN RELATION TO THE SCHOOL BOARD .....	29
2.11 POWERS AND FUNCTIONS OF THE LEARNERS' REPRESENTATIVE COUNCIL AS MEMBERS OF THE SCHOOL BOARD .....	33
2.12 RIGHTS AND RESPONSIBILITIES OF LEARNERS .....	34
2.13 CHALLENGES ON THE SCHOOL BOARD .....	35
2.14 CRITICISM OF SCHOOL BOARDS .....	37

2.16 STRATEGIES TO EMPOWER PARENT SBMs TO PERFORM THEIR GOVERNANCE ROLES AND RESPONSIBILITIES.....	39
2.17 CONCLUSION.....	40
<b>CHAPTER 3: THEORETICAL FRAMEWORK OF THE STUDY.....</b>	<b>42</b>
3.1 INTRODUCTION .....	42
3.2 DEFINING LEADERSHIP .....	42
3.3 TRANSFORMATIONAL LEADERSHIP THEORY .....	43
3.4 DIMENSIONS OF TRANSFORMATIONAL LEADERSHIP .....	50
3.4.1 Idealized influence or charisma .....	50
3.4.2 Inspirational motivation .....	50
3.4.3 Intellectual stimulation.....	50
3.4.4 Individualized consideration .....	51
3.5 STRENGTHS OF TRANSFORMATIONAL LEADERSHIP.....	51
3.6 CRITICISM OF TRANSFORMATIONAL LEADERSHIP.....	52
3.7 PARTNERSHIP THEORY .....	54
3.8 SUCCESS FACTORS OF THE PARTNERSHIP THEORY IN SCHOOLS.....	57
3.9 DEWEY’S THEORY OF DEMOCRACY IN EDUCATION .....	59
3.10 CONCLUSION.....	63
<b>CHAPTER 4: RESEARCH APPROACH AND METHODOLOGY OF THE STUDY ....</b>	<b>65</b>
4.1 INTRODUCTION .....	65
4.2 RESEARCH PARADIGM .....	65
4.3 RESEARCH APPROACH .....	66
4.4 RESEARCH DESIGN .....	66
4.5 DATA COLLECTION STRATEGIES .....	67
4.5.1 Population .....	67
4.5.2 Sample.....	67
4.6 DATA COLLECTION TECHNIQUES .....	70
4.6.1 Interviews.....	70
4.6.2 Focus group discussions .....	72
4.6.3 Document analysis .....	73
4.7 DATA ANALYSIS.....	74
4.8 VALIDITY OR TRUSTWORTHINESS .....	77
4.9 ETHICAL CONSIDERATION .....	79
4.10 CONCLUSION.....	80
<b>CHAPTER 5: DATA PRESENTATION, FINDINGS AND ANALYSIS .....</b>	<b>81</b>

5.1 INTRODUCTION .....	81
5.2 PROFILES OF PRINCIPALS AND SBMs .....	82
5.2.1 SUMMARY OF THE PROFILES OF PRINCIPALS AND SBMs .....	90
5.3 ROLES AND RESPONSIBILITIES OF PRINCIPALS AND SBMs .....	91
5.3.1 ROLES AND RESPONSIBILITIES AS PRINCIPAL AND EX-OFFICIO MEMBER OF THE SCHOOL BOARD.....	91
5.3.2 ROLES AND RESPONSIBILITIES OF PARENT SBMs .....	96
5.3.3 ROLES AND RESPONSIBILITIES AS A TEACHER SBMs.....	102
5.3.4 ROLES AND RESPONSIBILITIES AS LRCs SERVING ON THE SCHOOL BOARD.....	107
5.3.5 SUMMARY OF THE ROLES AND RESPONSIBILITIES OF PRINCIPALS AND SBMs.....	110
5.4 FINDINGS FROM INTERVIEWS AND FOCUS GROUP DISCUSSIONS .....	113
5.4.1 FINDINGS FOR RESEARCH QUESTION 1: WHAT ARE THE PERCEPTIONS OF PRINCIPALS AND SBMs REGARDING THEIR WORKING RELATIONSHIPS IN THE ZAMBEZI REGION?.....	113
5.4.2 FINDINGS FOR RESEARCH QUESTION 2: WHAT IS THE IMPORTANCE OF GOOD WORKING RELATIONSHIPS BETWEEN PRINCIPALS AND SBMs IN THE ZAMBEZI REGION?.....	131
5.4.3 FINDINGS FOR RESEARCH QUESTION 3: WHAT ARE THE CHALLENGES THAT PRINCIPALS AND SBMs MAY BE FACING REGARDING THEIR WORKING RELATIONSHIPS IN THE ZAMBEZI REGION?.....	147
5.4.4 FINDINGS FOR RESEARCH QUESTION 4: WHAT STRATEGIES CAN PRINCIPALS AND SBMs EMPLOY TO BUILD THEIR WORKING RELATIONSHIP IN THE ZAMBEZI REGION?.....	168
5.5 RESEARCH FINDINGS FROM DOCUMENTS .....	183
5.5.1 FINDINGS FROM SCHOOL ONE .....	183
5.5.2 FINDINGS FROM DOCUMENTS OF SCHOOL TWO .....	187
5.5.3 FINDINGS FROM DOCUMENTS OF SCHOOL THREE.....	195
5.5.4 FINDINGS FROM DOCUMENTS OF SCHOOL FOUR.....	198
5.5.5 FINDINGS FROM SCHOOL FIVE.....	203
5.5.6 FINDINGS FROM DOCUMENTS OF SCHOOL SIX .....	212
5.5.7 SUMMARY OF FINDINGS FROM DOCUMENTS.....	220
5.6 CONCLUSION.....	221
<b>CHAPTER 6: DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION .....</b>	<b>223</b>
6.1 INTRODUCTION .....	223

6.2 DISCUSSION OF FINDINGS OF THE PERCEPTIONS OF PRINCIPALS AND SBMs REGARDING THEIR WORKING RELATIONSHIPS IN THE ZAMBEZI REGION .....	224
6.2.1 THEME 1: WORKING TOGETHER .....	224
6.3. DISCUSSION OF FINDINGS REGARDING THE IMPORTANCE OF A GOOD WORKING RELATIONSHIP BETWEEN PRINCIPALS AND SBMs.....	227
6.3.1 THEME 1: TRUST .....	227
6.3.2 THEME 2: UNDERSTANDING OF AND ADHERENCE TO POLICY .....	228
6.3.3 THEME 3: COMMUNICATION.....	230
6.4 DISCUSSION OF FINDINGS THAT EMERGED ON THE CHALLENGES FACED BY PRINCIPALS AND SBMs.....	232
6.4.1 THEME 1: UNDERSTANDING OF AND ADHERENCE TO POLICY.....	232
6.4.2 THEME 2: TRUST .....	236
6.4.3 THEME 3: FEAR AMONG SBMs.....	237
6.5 DISCUSSION OF FINDINGS THAT EMERGED ON STRATEGIES THAT CAN BE EMPLOYED TO BUILD A GOOD WORKING RELATIONSHIP BETWEEN PRINCIPALS AND SBMs.....	238
6.5.1 THEME 1: UNDERSTANDING OF AND ADHERENCE TO POLICY .....	238
6.5.2 THEME 2: WORKING TOGETHER .....	240
6.5.3 THEME 3: COMMUNICATION.....	241
6.6 RECOMMENDATIONS .....	243
6.6.1 UNDERSTANDING OF AND ADHERENCE TO POLICIES .....	243
6.6.2 COMMUNICATION.....	245
6.6.3 LACK OF TRUST.....	246
6.6.4 FEAR AMONG SBMs .....	246
6.6.5 WORKING TOGETHER .....	246
6.7 FURTHER STUDIES.....	247
6.8 CONCLUSION.....	248
REFERENCES .....	251
APPENDICES .....	261
APPENDIX A: Letter requesting permission to conduct research in Zambezi Education region .....	261
APPENDIX B: Letter requesting permission from principals to conduct research at your school in Zambezi Education region.....	262
APPENDIX C: Letter to the teacher SBMs.....	263
APPENDIX D: Letter to parent SBMs .....	264

APPENDIX E: Letter requesting parental consent for minors to participate in a research project .....	265
APPENDIX F: Letter requesting assent from learners in a secondary school to participate in a research project .....	266
APPENDIX G: Consent form.....	267
APPENDIX H: Written assent to learner.....	268
APPENDIX I: Semi structured interview questions to parent SBMs.....	269
APPENDIX J: Focus group discussion questions to LRCs in the SB .....	270
APPENDIX K: Focus group discussion questions to teacher SBMs .....	271
APPENDIX L: Semi-structured interview questions with the principals.....	272
APPENDIX M: Research Ethics Clearance by the UNISA College of Education Ethics Review Committee.....	273
APPENDIX N: Approval from Zambezi Education Region .....	275
APPENDIX O: Editor Certificate.....	276
APPENDIX P: MyUnisa M & D Student Activities .....	277
APPENDIX Q: Turnitin report .....	280

## **ABBREVIATIONS AND ACRONYMS**

B.Ed. (Hons):	Bachelor of Education (Honours)
BOGs:	Board of Governors
DIE:	Diploma in Education
FE:	Free Education
HIV and AIDS:	Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome
HOD:	Head of Department
HPP:	Harambee Prosperity Plan
KMC:	Katima Mulilo Campus
KMTC:	Katima Mulilo Town Council
LMICs:	Low and middle-income countries
LRC:	Learners' Representative Council
MEd:	Master of Education
MLQ:	Multifactor leadership questionnaire
NSBA:	National School Board Association
NSFP:	Namibian School Feeding Programme
OSBM:	Ordinary school board member
PSSR:	Public service staff rules
QDA:	Qualitative data analysis
SASA:	South African Schools Act
SBMs:	School board members
SBs:	School boards

SDP:	School Development Plan
SGBs:	School Governing Bodies
UNAM:	University of Namibia
UPE:	Universal Primary Education
USA:	United States of America
USE:	Universal Secondary Education
WFP:	World Food Programme
ZVTC:	Zambezi Vocational Training Centre

## **LIST OF TABLES**

Table 5.1: Profiles of principals	83
Table 5.2: Profiles of parent SBMs	85
Table 5.3: Profiles of teacher SBMs	88
Table 5.4: Profiles of LRCs serving on the school board	90
Table 5.5: Categories regarding the roles and responsibilities of principals and SBMs	113
Table 5.6: Perceptions of principals and SBMs regarding their working relationship	133
Table 5.7: Importance of a good working relationship between principals and SBMs	150
Table 5.8: Challenges faced by principals and SBMs	171
Table 5.9: Strategies that can be employed to build a good working relationship between principals and SBMs	187
Table 5.10: Schedule of school board meetings for School Two	198
Table 5.11: Categories which emerged from the presentation and analysis of documents from six schools	227



## **CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY**

### **1.1 INTRODUCTION**

The aim of this study was to explore the perceptions of principals and school board members (SBMs) regarding their working relationships in the Zambezi region of Namibia. To introduce this study, the researcher provides a background to the study. The second section of the study focuses on the motivation for conducting the study, which is followed by the statement of the problem, research questions and the significance of the study. This section is followed by the objectives of the study, the definition of concepts and assumptions. The researcher also describes the delimitations, limitations and the ethical considerations of the study. The outline of the chapter divisions concludes this chapter.

### **1.2 BACKGROUND OF THE STUDY**

The development of trusting working relationships is a critical leadership factor in the improvement of a school and can facilitate its enhancement (Wise, Bradshaw and Cartwright, 2013:75). Walkley (2012:1) defines 'relationship' as the interaction between key groups and individuals who contribute to the governance of a school. Relationships are good when they are respectful, harmonious, trusting and productive. Kladifko (2013:55) reiterates that a school board should build a relationship of trust and effective interpersonal communication with the principal.

This study focuses on the perceptions of principals and SBMs regarding their working relationships in the Zambezi region of Namibia. The study concurs with Modisaotsile (2012:4) who points out that the school board (SB) “must ensure that the school is governed in the best interests of all the stakeholders and should put the interests of the school before any personal interests”. It also concurs with Bagarette (2012:99) who points out that, although emphasis is placed on the school board by legislation to be in a good working relationship with the principal, in practice, trust is also expected from the principals for the effective functioning of the school. Botha (2012:266) acknowledges that principals must ensure that they render all the necessary assistance to SBMs to enable them to perform their duties effectively. The principal and SBMs must promote the best interests of the school as mandated by the Education Act, Act 16 of 2001 of Namibia. The study stresses that a successful and productive working relationship between principals and SBMs in the Zambezi region of Namibia is critical to ensure that the best outcomes and decisions emerge from school board deliberations.

### **1.3 MOTIVATION FOR THE STUDY**

The researcher specializes in educational leadership and management. His interest in governance matters motivated him to pursue the study. The researcher’s role as a lecturer at the University of Namibia, Katima Mulilo campus, places him in an ideal position to investigate the perceptions of principals and SBMs regarding their working relationships in the Zambezi region of Namibia. The researcher was appropriately located to network easily and establish working relationships with the participants. It was easy for the researcher to gain access to all the sections of the research sites, as well as to interact with the participants, by virtue of his position.

The researcher chose to investigate the perceptions of principals and SBMs regarding their working relationships in the Zambezi region of Namibia at primary, combined and secondary schools. This study has the potential to provide valuable information to principals and SBMs of all the phase levels mentioned above, educational practitioners and researchers, in their attempts to create a platform for smooth dialogue and the harmonization of their operations for the good of the school and the surrounding communities. On a personal level, the researcher envisages that this study will develop his and other stakeholders' capacity as a researcher and provide them with insight that may increase their effectiveness in the realization of good working relationships.

#### **1.4 STATEMENT OF THE PROBLEM**

The Ministry of Education, Arts and Culture (2001:15) in Namibia makes provision for the establishment of school boards (SBs) for state schools. In South Africa these bodies are known as School Governing Bodies (SGBs) (Bagarette, 2012:97) and (Mncube and Naidoo, 2014:485). In Kenya it is called the Board of Governors (BOGs) (Onderi and Makori, 2012:017).

The school boards in Namibia are composed of parents with children at the school, but who are not employed there, school teachers, the school principal and two learners from the Learners' Representative Council (LRC). However, this is applicable in secondary schools only. Primary schools are encouraged to create platforms for learner participation in school governance (Ministry of Education, Arts and Culture, 2016:2). The Ministry of Education, Arts and Culture (2001:15; 2016:2) in Namibia points out clearly that "For every state school, a school board must be established to administer the school affairs and promote the development of the school and

learners of the school” and “ensure the school is effective in its teaching and learning programme”. However, Bayat, Louw and Rena (2014:354) argue that some SGBs are not working properly because they do not have the necessary skills and are not sure of their roles and responsibilities. They reiterate that this situation happens mostly in poorer communities, where people have few resources and many cannot read and write. They posit that the situation is made worse by the fact that some of the schools do not receive enough money, support and training from the government.

The roles and responsibilities of SGBs in South Africa are similar to the roles and responsibilities of SBMs in Namibia. The two countries share the same historical background, culture and education system since they were both colonized by a minority of white South Africans. The roles and responsibilities of SBMs can be indicators of the working relationship that exist between principals and SBMs. If the principals encroach on the roles of the SBMs and vice versa, it may determine the perceptions of the two parties of each other. The roles and responsibilities may determine whether their working relationship works for better or worse.

As a lecturer at the University of Namibia (UNAM), Katima Mulilo Campus (KMC), the researcher observed that most of the challenges experienced in schools in the Zambezi region of Namibia seem to be due to the lack of trusting working relationships between the principals and SBMs. This situation observed in schools prompted the researcher to embark on this study; furthermore, it appears that very little research has been conducted on the perceptions of principals and SBMs regarding their working relationship in the Zambezi region and Namibia at large. The lack of trusting working relationships may have far-reaching consequences, not only

for principals and SBMs, but also largely for the teaching and learning process. By embarking on this study, the researcher aimed to explore the different perceptions of principals and SBMs regarding their working relationship in the Zambezi region. The researcher also aims to collate strategies that may lead principals and SBMs to build a mutually working relationship. The researcher believes that this study will change the perceptions of principals and SBMs, who do not seem have trusting working relationships when executing their functions as mandated by the Education Act, Act 16 of 2001 of Namibia in the Zambezi region.

## **1.5 RESEARCH QUESTIONS**

Johnson and Christensen (2012:76) refer to a research question as an interrogative sentence that asks a question about some process, issue or phenomenon that is to be explored. They stress that a research question is a general, open-ended and overarching question that the researcher would like to answer. Thus, in this study the researcher seeks to answer the following research questions:

### **Main research question**

1.5.1 What are the perceptions of principals and SBMs regarding their working relationships in the Zambezi region?

### **Sub-questions**

1.5.1.1 What is the importance of a good working relationship between principals and SBMs in the Zambezi region?

1.5.1.2 What are the challenges that principals and SBMs may be facing regarding their working relationship in the Zambezi region?

1.5.1.3 What strategies can principals and SBMs employ to build their working relationship?

## **1.6 SIGNIFICANCE OF THE STUDY**

The researcher is of the view that the outcome of this study may provide a deeper understanding of the perceptions of principals and SBMs regarding their working relationship in the Zambezi region of Namibia. The study emphasizes working relationships, which is a complex element to manage. Thus exploring this area would unlock the doors for principals and SBMs to open up more towards each other and forge ways of working in an atmosphere of mutual understanding. It is significant for the principals to involve SBMs in specific aspects of school governance and administration. Principals must guide and assist the school board to execute its functions and powers diligently and correctly. This study can encourage principals and SBMs to self-inspect in terms of whether their present relationships are conducive to achieving higher quality education. This study is potentially important to parents, school managements and policy makers because it provides them with insights that can help to enhance their working relationships as partners in education.

## **1.7 OBJECTIVES OF THE STUDY**

Creswell (2014:127) defines a research objective as a statement of intent employed in quantitative and qualitative research that specifies goals that the researcher plans to achieve in a study. This entails that the researcher can divide research objectives into major (main) objectives and minor (sub-) objectives.

Therefore, the objectives of this study are:

### **Main research objective**

1.7.1 To explore the perceptions of principals and SBMs regarding their working relationships in the Zambezi region.

## **Sub-research objectives**

1.7.1.1 To establish the importance of a good working relationship between principals and SBMs in the Zambezi region.

1.7.1.2 To establish the challenges that principals and SBMs may be facing regarding their working relationships in the Zambezi region.

1.7.1.3 To collate strategies that principals and SBMs can employ to build their working relationships.

## **1.8 CLARIFICATION OF CONCEPTS**

In this study, the following concepts are clarified since they are employed frequently:

**1.8.1 School Board (SB):** Ministry of Education, Arts and Culture (2016:2) describe the SB as an advisory and governing body at the school level.

**1.8.2 Parent:** Ministry of Education, Arts and Culture (2001:6) defines a parent as a natural or an adoptive parent or guardian of any learner, and includes any person taking care of or who takes up responsibility for any learner's education.

**1.8.3 Principal:** The Ministry of Education, Arts and Culture (2001:6) in relation to a school defines principal as a teacher who embraces the post as the head of the school; this includes an acting principal.

**1.8.4 School development plan (SDP):** The Ministry of Education, Arts and Culture (2016:6) describes a SDP as a 1-3 year plan detailing the school boards' strategy for improvements and maintenance of both standards of education and of facilities. It is also known as a school's strategic plan.

**1.8.5 Teacher:** The Ministry of Education, Arts and Culture (2001:7), in relation to state schools, defines teacher as a staff member who is professionally qualified to teach others in formal education and whose occupation is teaching; this includes a professionally unqualified person whose occupation is teaching.

**1.8.6 School Patron:** The Ministry of Education, Arts and Culture (2016:17) describes a school patron as a person nominated to mobilize resources for a particular school.

## **1.9 ASSUMPTIONS**

Houston (2013:1) defines assumptions as suppositions regarding current and future conditions that are assumed to be true in the absence of facts and fill the gaps in what we know. In this study, the researcher came up with the following assumptions:

Principals and SBMs in the Zambezi region are trained and have an understanding of curriculum policies and other policy documents, such as the Education Act, Act 16 of 2001 and the Ministry of Education, Arts and Culture, 2016, establishing and maintaining effective school boards;

The interpretation of these policy documents by principals and SBMs is the same;

The working relationships between principals and SBMs in the Zambezi region are mutual;

The education level of principals and SBMs in the Zambezi region is the same;

Principals and SBMs in the Zambezi region share the same social and cultural background.



### **1.10 DELIMITATIONS OF THE STUDY**

The study focuses on the perceptions of principals and SBMs regarding their working relationships in the Zambezi region of Namibia. As a result, it does not require generalizing findings to all the schools in the Zambezi region.

### **1.11 LIMITATION OF THE STUDY**

This study had some limitations due to the sample and length of observation. The researcher selected six schools for this study in the Zambezi region of Namibia. The findings in this study cannot be generalized.

This study was carried out in a limited period and with inadequate financial resources. This is due to the fact that the researcher is a lecturer and was studying at the same time. In order to provide a more holistic picture of the findings, it is advisable that the research should be spread over a couple of years and data collected from a larger sample.

### **1.12 ETHICAL CONSIDERATIONS**

According to Johnson and Christensen (2012:100), research ethics is a guiding set of principles to assist the researcher in conducting an ethical study. In this study, the researcher ensured that the necessary ethical procedures were followed. After receiving ethical clearance from UNISA, the researcher informed participants of the purpose of the study, namely to explore the perceptions of principals and SBMs regarding their working relationship in the Zambezi region of Namibia. The researcher, therefore, wrote letters to the principals and SBMs who were involved in the study, explaining the purpose of the research, as well as their rights during the

whole research process. The researcher obtained permission from the principals and school boards of the six schools in order to access and analyze the minutes of school board, parent meeting and management meeting. In this study, any information or data that were collected, either from or regarding a person, are strictly confidential.

### **1.13 CHAPTER DIVISIONS**

The study is divided into six chapters and structured as follows:

Chapter 1 provides the introduction and background of the whole study.

Chapter 2 critically analyzes and reviews the literature that shaped and informed this research.

Chapter 3 provides the theoretical framework of the study.

Chapter 4 analyses the research approach and methodology employed in the study. It also describes the data collection techniques which include interviews, focus group discussions and document analysis.

Chapter 5 presents the data, findings and analysis. The data are divided into patterns and themes.

This chapter aims at responding to the four research questions.

Chapter 6 presents the research findings and discussion derived from the data collection techniques by providing an interpretation and meaning of the findings. The discussion in this

chapter is informed by the literature examined in Chapter Two. The chapter also presents the recommendations and summary/conclusion of the study.

#### **1.14 CONCLUSION**

This chapter outlined the problem to be investigated, questions to be answered and the objectives of the study. It also presented clarification of the concepts and provided assumptions made regarding the study. It provided the delimitations and limitations of the study, which were followed by the sequence and content of the chapters and conclusion.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 INTRODUCTION**

This chapter reviews the literature relevant to research questions in this study. O’Leary (2014:88) defines a literature review as a critical review of a body of knowledge, including findings, theoretical and methodological contributions. With the reviewed literature, the researcher intended to discover research strategies and specific data collection approaches that would be productive in investigating the perceptions of principals and SBMs regarding their working relationship in the Zambezi region of Namibia. Dibete (2015:16) cites the purpose of a literature review as “sharing the results of other studies closely related to the specific study that is being undertaken with the reader”.

The purpose of the literature review was to find adequate information concerning the perceptions of principals and SBMs regarding their working relationship in the Zambezi region of Namibia, and apply this knowledge to this study. The chapter commences with a discussion of the importance of relationships and three key elements needed to build a relationship between principals and SBMs. The chapter reviews the composition of SBs in Namibia, their roles and responsibilities and the characteristics of an effective school board. The chapter also provides an overview of the strategies that principals and SBMs can employ to ensure that their relationship is working effectively. Most of the literature consulted was from South Africa and other countries in the world because the researcher views such literature as applicable to the Namibian situation.

## **2.2 THE IMPORTANCE OF RELATIONSHIPS**

Fullan (2012:1) posits that building relationships is one of the components of leadership. Other components that Fullan (2012:1) identifies include focusing on a small number of ambitious goals or priorities, persistence, developing capacity and spreading quality implementation. Sallee (2014:25) states that relationships are vital factors in schools. The principal should make relationship building a priority for meaningful results in the school. When considering this, principals must understand the importance of placing a high value on people and relationships. However, it is argued that the best principal spends an intense amount of time on developing, improving and investing in relationships. This is supported by Spicer (2016:29) who states that strong relationships in the school are afforded when the principal accepts, respects and exalts employees. This study validates Sallee's (2014:25) statement that positive relationships are at the heart of what makes a school extraordinary. Equally important is that relationships must be professionally supportive, sincere and consciously developed. Spicer (2016:10) acknowledges that principals, who can build relationships with SBMs and interact with them, hold the central elements for creating a positive school climate. In order to create a positive school climate, principals must be consummate relationship builders within groups, especially with SBMs. When principals lead by example and work to build trust, shared values and a shared vision, working relationships improve and SBMs are happier with their jobs.

## **2.3 ELEMENTS NEEDED TO BUILD RELATIONSHIPS**

The first key element needed to build a relationship is building trust. Ament (2013:64) explains that taking time to build trust is imperative for SBMs to adapt the mission, vision and core beliefs of the school in order for learners to learn at a high standard and with clear expectations.

It is, however, important to note that trust is something that the principal must maintain with the SBMs. Equally, trust is earned and not gained automatically by virtue of the position. Building trust is the first step to bring the team together to work as one unit in order to open the opportunities for informal network collaboration and collaborative innovation. Whitehead, Boschee and Decker (2013) reiterate that, when teachers and principals are cooperative and trust efforts are strong, learners experience greater academic challenges and a greater sense of well-being.

The second key element is effective communication. Ament (2013:52) affirms that effective communication is a critical component in the development of trust. This is supported by Ehren, Honingh, Hooge and O'Hara (2016:212) who acknowledge that SBMs should establish a strong communication structure to inform and engage both internal and external stakeholders in setting and achieving school goals. SBMs should receive information from various sources, for example, principals, teachers and outside sources. They should share the information received among all SBMs and communicate actions and goals to staff members. Bauer and Brazer (2012:46) affirm that communication is critical to involving others, both from the school and apart from it. It is, therefore, important to note that communication does not need to be sophisticated or lengthy, but it does need to be regular. This is acknowledged by Steyn and Van Niekerk (2012:143) who emphasize that effective communication needs to be simple, but is an amazingly powerful tool that gives principals an edge and allows them to win the war of words every time. Thus, principals must employ suitable words and nonverbal signs (smiling, tone of voice, eye contact) which fit into the receiver's frame of reference in order for communication to be effective.

The third key element needed to build relationship is encouraging constructive conflict around ideas. Van der Westhuizen (2015:308) states that conflict in the sense of an honest difference of opinion, where a choice must be made between two alternative methods, is unavoidable and can be a valuable exercise. Constructive conflict ensures that all the possibilities are carefully considered and that future planning is done, based on the advantages and disadvantages which the alternatives offer. Boucher (2013:67) reiterates that principals consider constructive conflict around ideas as an important skill that contributes to a positive school climate.

## **2.4 WORKING RELATIONSHIPS BETWEEN PRINCIPALS AND SBMs**

Bagarette (2012:97) questions whether the cooperation between principals and SBMs is successful or not, since there are numerous reports on power struggles attributed to the principal's privileged position of having more knowledge of policies and regulations when compared to the SBMs. It is important to note that principals in public schools are responsible for professional management (Xaba and Nhlapo, 2014:425). This means that the principal represents, and must protect, the interests of the employer. They affirm that the principal should assist the school board with the performance of its functions and responsibilities in terms of policy and legislation. However, Mncube and Mafora (2013:21) and Mohapi and Netshitangani (2018:2) point out that there is some uncertainty regarding the roles, as the legislated functions do not provide a clear distinction between principals and SBMs. This means that there are some overlaps between some roles where some SBMs tend to insist on being involved in the professional management of the school. In addition, such unclear boundaries and resultant encroachment on the roles of others engender conflict and tension that impact the relationship between principals and SBMs. This is supported by Onderi and Makori (2012:022) who state

that tensions and conflicts are likely to occur when roles and responsibilities are either not clearly defined or overlapping, or when a certain group go beyond their mandate. When there are uncertainties in the role definitions in a school or unclear boundaries of responsibilities, the stage is set for interpersonal friction between the principal and SBMs.

The studies of both Doty (2012:2-3) and Mohapi and Netshitangani (2018:2) indicate that both the principals and SBMs have not been working in an ideal situation, leading to the tension between them to have intensified the pressure of the two leadership roles and have resulted in their strained relationship. This is supported by Bayat, Louw and Rena (2014:354) who argue that “some SBMs are not working properly because they do not have the necessary skills and they are not sure regarding their roles and responsibilities”. This happens mostly in rural communities where resources are few and SBMs cannot read and write.

## **2.5 COMPOSITION OF THE SCHOOL BOARD (SB) IN NAMIBIA**

In accordance with the Ministry of Education, Arts and Culture (2001:16; 2016:2), the membership of the SB depends on the size of the school. It consists of not less than five and not more than 13 voting members. These members include parents with children at the school, but who are not employed there (parents must be in the majority). In addition, school teachers and the principal of the school are members of the school board. Moreover, two learners at the school, nominated by the LRC are members of the school board. However, this is applicable in secondary schools only. Primary schools are encouraged to create platforms for learner participation in school governance. Matsepe (2014:192-193) states that the reasons advocated for the participation of learners in secondary school governance are that at present schools exist in a



democratic era and the term democracy implies participation of all stakeholders in matters that affect them. In addition, it is believed that, if learners are part of governing bodies, they would be part of decisions made to run the schools; therefore, they would have ownership of decisions and obviously stand a better chance to convince fellow members of the student body regarding the good intentions of decisions by the board. Furthermore, if secondary school students learn to make decisions by being members of their school boards at an early stage of their lives, the understanding is to breed good future leaders who will be better citizens with decision-making capacity.

The Ministry of Education, Arts and Culture (2001:16-17; 2016:3) prescribes that a school board must elect office bearers among its members to serve as chairperson, secretary and treasurer. They stress that a principal, teacher or learner of the school must not serve as chairperson of the school board. In addition, the principal becomes a school board member by virtue of her or his position in the school. However, it is stated that a school board chairperson is elected for a period of three years and only one of the parents is elected as the chairperson.

## **2.6 THE MAIN RESPONSIBILITIES OF THE SCHOOL BOARD: THE NAMIBIAN PERSPECTIVE**

The Ministry of Education, Arts and Culture (2001:15-16; 2016:5-13) in Namibia provides seven main responsibilities of the school board. The first responsibility of the school board is the development of the school development plan (SDP), vision and policies of the school. A school development plan is a school strategy of the way that the school board and the school think they will maintain good standards and improve the quality of teaching and learning over a period of 1

to 3 years. Thus, a school development plan starts with a vision of where the school wants to be in a certain period of time and in respect of the role it plays.

The second responsibility of the school board is to recommend the appointment, transfer and promotion of teachers and other staff members at the school (Dibete, 2015:20) and (Onderi and Makori, 2012:019). It is the responsibility of the school board to see to it that the recruitment, transfer and promotion of staff members are conducted openly, fairly and procedurally. Therefore, in order to appoint a teacher or other staff members, the school board takes the following actions:

- Ensure that all the vacant posts at the school are widely advertised in the appropriate media (radio, newspaper).
- Establish the strengths and weaknesses of the applicants.
- Interview short-listed candidates.
- Recommend or reject the appointment of a teacher on the grounds of qualifications and/or experience.

If the correct procedures have not been followed in the appointment of a teacher and other staff members at the school, or the school board was not consulted, the board can raise an objection.

The third responsibility is to develop the school infrastructure (Onderi and Makori, 2012:019). It is important to note that government funding is limited to develop enough of the school's infrastructure, which requires community involvement. Thus, the school board needs to work together with the community to help the development of the school's infrastructure. The school board can organize community members to carry out building projects, such as building a school

library and school hall. Other infrastructure development that the school board can partake in could be erecting a fence around the school, building toilets and buying equipment, such as a photocopier, duplicator, TV-set and computer. In addition, the school board can engage in extending classrooms or adding additional classrooms and setting up sports fields. It is also important to acknowledge that, subject to the restrictions endorsed by the Permanent Secretary and upon conditions as the school board may determine, the reasonable use of the school facilities for community purposes can be permitted (Ministry of Education, Arts and Culture, 2001:15).

The fourth responsibility is to promote school welfare, which has to do with order and discipline. It is important to note that promoting school welfare means that the school board should ensure a favorable environment for effective teaching and learning. This may be attained when the principal, teachers and learners are friendly towards one another and visitors. In addition, the principal should be able to exercise discipline, study hard, use school resources well, be time-conscious and use time effectively. There should also be clear pointers that the school management is sound and teaching and learning are effective so that everyone at the school is proud. Other social welfare matters that can be promoted by the school board at school include programmes on HIV and AIDS, one of the leading causes of death in Namibia and have caused enormous challenges to the education sector (Libuku, 2014:9). In addition, this epidemic has led many children to become orphans and thus vulnerable; some have become heads of households and have to take care of their siblings while, at the same time, they have to fend for themselves. Similarly, this epidemic has also caused absenteeism and mortality among teachers, which has resulted in further challenges in terms of recruiting more teachers.

The fifth responsibility of the school board is to communicate with parents and the community (Ehren, Honingh, Hooge and O'Hara, 2016:212; Lorentzen, 2013:53; Ministry of Education, Arts and Culture, 2016:11-12). It is worth noting that parent members are voted on to the school board to represent parents and the community at large. Therefore, they should arrange regular meetings with parents to inform them about their school by means of letters to parents, parent meetings and through the media. Other opportunities that SBMs can utilize to share information with community members or update the traditional leaders on education matters for their support are at regular meetings hosted by local traditional leaders. An example of information communicated to parents and the community can include a report on progress made and new plans (updating parents or the community on SDP), as well as ascertain people's needs and their perceptions of the performance of the school board and the school as such:

- Mobilizing support for school developmental activities;
- Convincing people to take an active role in school activities;
- Highlighting the performance of their school;
- Providing information on HIV and AIDS;
- Securing the support of traditional leaders and the community for school issues.

The sixth responsibility of the school board is to establish committees (Ministry of Education, Arts and Culture, 2016:12). School boards can hardly execute their functions alone, without making use of the expertise, time and energy of others. It is, therefore, imperative for SBMs to draw from the expertise of other community members or parents. For example, they can call in a medical doctor to talk to the teachers and learners about school health. They can request a social

worker to talk about the abuse and neglect of children or they can call in an accountant to provide training in managing the school's financial resources.

The seventh responsibility of the school board is to manage finance (Lorentzen, 2013:53; Ministry of Education, Arts and Culture, 2016:13). This is also one of the key responsibilities of the school board. Managing money is not an easy matter; it requires someone who oversees whether the money is being spent wisely according to specified procedures. The school board should play the role of an overseer, and the finance committee of the school board can play a key role in managing the school's finances by preparing the budget, which the school board can approve or reject. In addition, the Ministry of Education, Arts and Culture (2016:29) stresses that a school requires finance to run its affairs effectively and meet its obligations to the community. It is important to mention that the School Development Fund (SDF), that parents had to pay in state-supported schools in order to finance some of the needs of schools, has been done away with. Thus, the Government of the Republic of Namibia has embraced the concept of Free Education (FE) fully, and stepped in to support schools financially and cover the loss of parental contributions. Besides this government funding through Universal Primary Education (UPE) and Universal Secondary Education (USE), schools still require additional funding to deliver quality outcomes in education, hence the need for SDF through voluntary contributions by parents and other community members. The Ministry of Education, Arts and Culture (2017:3) confirms that free secondary education was introduced in 2016. Therefore, parental contributions that were not voluntary were abolished. Julius and Amupanda (2017:30) reiterate that the goal of accessing education for all has been augmented by the declaration of free universal primary education for all Namibian children from Grades 0-7 in 2012. They continue that secondary education in

Namibia was also pronounced free in 2016, making the entire basic education free. However, parents are expected to pay fees for their children's school uniform, stationery and hostel accommodation for those who are in boarding. In their research article, Nzoka and Orodho (2014) affirm that, with the introduction of free secondary education, schools receive some funding from the government while parents are required to meet various other costs, such as school development projects and boarding fees.

The Ministry of Education, Arts and Culture (2016:38-39) acknowledges that the school board, as custodian of the fund, should ensure with proper bookkeeping that funds are administered correctly. The school board should appoint in writing the person who will collect the funds on their behalf, mostly the Administrative Officer or any delegated staff member at the school. This person also serves as the treasurer/assigned staff member and the control officer who will reconcile the cash received with the receipts issued, as well as the deposits to be made. Additionally, the school board should decide the daily remuneration for short-term relief teachers that will be negotiated with the incumbent beforehand and agreed upon in writing.

## **2.7 ROLES AND RESPONSIBILITIES OF THE SCHOOL GOVERNING BODY: SOUTH AFRICAN PERSPECTIVE**

In their articles Botha (2012:264) and Mncube and Harber (2013:4) emphasize that the roles and responsibilities of a school governing body (SGB) in South Africa are as follows:

- The development of the mission statement of the school.
- The adoption of a code of conduct for learners of the school.
- The determination of the admission policy.

- The setting of the language policy.
- The suspension of learners from attending the school as a correctional measure for a period not exceeding one week.
- The recommendation of appointments and promotion of teaching (and other) staff at the school. They support the principal, teachers and other staff members in the school in the performance of their professional functions and supplement resources supplied by the school.
- The overseeing of the maintenance of school property, buildings and management of school finances.

Mncube and Mafora (2013:18) affirm that the role of the school governing body is to promote values, such as transparency, fairness and extending equal employment opportunities to all. Mncube and Naidoo (2014:485) stress that members of the school governing bodies (SGBs), including parents and learners, should be well informed regarding issues of school governance and legal requirements that are stipulated in the South African Schools Act (SASA) No.84 of 1996 as a way of enhancing school effectiveness. This has been reiterated by Mohapi (2014:275) who states that in terms of the SASA, the introduction of SGBs in schools means that the power has been entrusted on them. It is, therefore, important to emphasize that allocating power to the SGBs means that the school governing body members are able and willing to take decisions that are made in the spirit of true democracy. However, parents (members of the SGBs) at some schools are reluctant to participate in decision-making due to their low education level or power struggles in the SGBs. As acknowledged in Chapter 1, Bayat, Louw and Rena (2014:354) stress that some SGBs are not working properly because they do not have the necessary skills and they are not sure of their roles and responsibilities. In addition, this situation happens mostly in poorer

communities, where people have few resources and many cannot read and write. Furthermore, this situation is made worse by the fact that some of the schools do not receive enough money, support and training from the government.

The roles and responsibilities for a school governing body in South Africa are similar to the roles and responsibilities of SBMs in Namibia. The two countries share the same historical background, culture and education system since they were both colonized by a minority of white South Africans. The roles and responsibilities of SBMs are indicators of the working relationship that exist between principals and SBMs. When principals encroach on the roles of the SBMs and vice versa, it may determine the perceptions of the two parties of each other. The roles and responsibilities determine whether their relationship works for better or for worse.

## **2.8 WORK OF THE SCHOOL BODIES: UNITED STATES OF AMERICA PERSPECTIVE**

Rhim (2013:11) states that the National School Board Association (NSBA) has developed a framework of critical areas that school boards should prioritize in order to be effective in improving student achievement. The vital work of the school boards in the United States of America (USA) is to identify the school vision and mission. Another task of the school board in the USA is to develop standards for performance and support assessment of performance. It is important to mention that school boards in the USA implement accountability for performance, align resources to support performance and prioritize climate and culture. In addition, they develop collaborative relationships, engage the community and commit to continuous improvement. Rhim (2013:10) argues that, when the role of the school board is to be boiled



down to a single critical action, it would be the hiring and supervising of the superintendent. The key areas outlined by the National School Board Association in the Guidebook arguably promote ideal conditions for school boards to make rational hiring decisions and thereafter forge a productive relationship with their superintendent (principal), who makes learner outcomes a priority and can withstand any distractions that threaten to undermine this critical relationship. This is supported by Doty (2012:7) who reiterates that the relationship between SBMs and principals is critical to the effectiveness of the principals and the stability in their positions.

The USA, as an industrialized country, employs the same terminology regarding SBMs as in Namibia. Some tasks of SBMs in USA are similar to the roles and responsibilities of SBMs in Namibia. As mentioned earlier in the South African case, the roles and responsibilities of SBMs are an indicator of the working relationship that exists between principals and SBMs. If principals encroach on the roles of the SBMs and vice versa, it may determine the perceptions of the two parties about each other. The roles and responsibilities determine whether their relationship works for better or for worse.

## **2.9 CHARACTERISTICS OF AN EFFECTIVE SCHOOL BOARD**

Ehren, Honingh, Hooze and O'Hara (2016:211-212) provide five characteristics of an effective school board:

2.9.1 Commitment to a clear and shared vision and goals for student achievement and quality instruction that trickle down to the classroom. The school board should ensure that goals for student achievement include specific targets and standards and are the highest priority in all schools without the distraction of other goals and initiatives.

2.9.2 Effective use of data. Rhim (2013:15) states that data use is the foundation of meaningful planning and holding principals accountable. High quality school boards are, therefore, data savvy. Thus, effective school boards monitor and utilize data to drive continuous improvement even when the information is negative. In addition, they analyze and discuss trends of dropout rates, test scores and student needs on a monthly basis to identify specific student needs and justify decisions based on those data without ascribing blame or drawing emotional responses.

2.9.3 Strong accountability and transparent evaluation. Effective school boards evaluate and hold their principals accountable for shared goals, mutually agreed upon procedures and the progress of students. In addition, they support decisions that develop the improvement of student achievement rather than the daily management of the school.

2.9.4 Collaborative relationships and mutual trust with staff and the community. It is important to note that school boards should have a trusting and collaborative relationship with their principals and engage in a collegial policy-making process that emphasizes the need to find solutions and develop consensus among SBMs and other leaders on the identification and implementation of improvement strategies.

2.9.5 Political and organizational stability. The choices regarding goals and resources remain stable over longer periods of time, and effective school boards and principals have long-term service records, meeting goals and aligning resources to these goals and showing stability in the governance of schools.

In its induction and training manual, the GM South Africa Foundation (2012:9-11) sets out other characteristics that make an effective school board, and these include:

- Working as a team

Building an effective team requires regular attendance and energetic commitment from all governors and appreciating what each member of the school board has to offer, sharing the workload, showing respect for colleagues and their differing opinions and being a loyal team member.

- Good relationship with the school principal

It is important to establish a good working relationship between the school board and the principal. Each party must have a clear understanding of its respective role. For example, the school board is responsible for deciding the framework for the conduct and development of the school. Within this context, the governing body should respect the position of the principal as the professional leader of the school and the person accountable for the day-to-day management and administration of the school.

- Effective time management and delegation

School boards should identify the priority issues in which they need to be directly involved, including decisions that, according to law, must be taken by the full school board, and delegate the remainder to the committees, working groups or individuals. Equally, the school board should also set clear terms of reference for such delegation, so that everyone knows what they are expected to do and how and when they should report back in full.

- Effective meetings

To make the best use of time at meetings, the school board should carefully plan the agenda to focus on the most important items. It is important for the school board to choose a secretary who can organize meetings and papers efficiently, as well as provide information and procedural advice. In addition, the secretary should ensure that decisions are properly taken and clearly

understood. Furthermore, the secretary ensures that minutes are clear and sets out points for action.

- Knowing the school

SBMs should come to know their school through visits organized in close co-operation with the principal to talk to pupils, staff and other stakeholders.

- Training and development

School boards need to take their own development seriously in order to help their schools. They should consider their training and support needs carefully and be prepared to attend training programmes organized by the Department of Education. In addition, SBMs should visit other schools to discuss their activities and allocate funds for the training of the whole school board. This is supported by the Ministry of Education, Arts and Culture (2016:1) which affirms that it is important to train new and current SBMs in school governance on a continuous basis in order to enhance their capacity to support schools. It, furthermore, asserts that training of SBMs is particularly due to the changing nature of issues affecting our society, in general, and our schools, in particular. Similarly, Rhim (2013:14) and Nwosu and Chukwuere (2017:21) stress that training provides SBMs with opportunities to learn about their key roles and responsibilities, as well as more substantive content-related to education policy and practice. Furthermore, the governance manual for primary schools (2015:11) outlines some modules that are covered in the training of SBMs as follows: the school board as a corporate entity – its functions, roles and the school board in action. Other modules covered in the training of SBMs are procedures governing the appointment of staff in schools. In addition, school board finances and the role of treasurer are also covered. It is, therefore, worth noting that legal issues, policies and procedures arising from legislation, guidelines and circulars are some of the modules covered during school board

training. Moreover, the child protection and anti-bullying procedures, as well as data protection are among the modules covered by the school board in their training. It is, however, important for SBMs to avail themselves to such training when it is made available.

## **2.10 THE ROLE OF THE PRINCIPAL IN RELATION TO THE SCHOOL BOARD**

The Ministry of Education, Arts and Culture (2016:22-23) states that every principal must show leadership and be able to manage a school. The school leadership requires a principal to give direction to the school so that the function and purpose of the school can be fulfilled. It is, however, important to note that the principal's relationship with the school board is influenced by the school's values and mission, as well as by the school board's constitution. As a key institution for effective governance and support of the school, the school board is at the disposal of the principal. In addition, the principal is morally and legally obliged to cooperate with the school board in the best interest of the school.

Furthermore, the principal is an important person in the school community and is accountable to parents, learners, the committees and the school community at large. The principal is a representative of the Ministry of Education and, therefore, must lead by example and set high standards for him-/herself (Ministry of Education, Arts and Culture, 2016:23). Xaba and Nhlapo (2014:425) affirm that the principal is responsible for the professional management of the school. In matters of school governance, the principal is answerable to his/her employer by assisting the school board with the performance of its functions and responsibilities in terms of policy and legislation.

Balyer (2014:25) states that the functions of the principal include issues, such as organizational development, managing decision making, systemic planning, designing a safe atmosphere and environment, managing the curriculum, preparing the school schedule, supporting teachers' professional development and financial school activities. The Ministry of Education, Arts and Culture (2016:23) and Mestry (2017:258) posit that the work of the principal involves overseeing the day-to-day administration and supervision of all the aspects of the school. He/she has to implement the school curriculum and the Ministry's policies. In addition, the principal is responsible for delegating responsibility to ensure effective administration and management. Equally, the principal should encourage the professional and personal development of teaching and non-teaching staff. Similarly, the principal is responsible for finding solutions to problems experienced, as well as ensuring the overall welfare of all at the school. Furthermore, the principal is responsible for creating an atmosphere conducive to the learners' personal development, a sense of responsibility and self-discipline. Besides this, principals can improve the teaching and learning environment by creating conditions conducive to improved curriculum management. They are responsible for creating a positive school climate, motivating teachers and learners, as well as to manage resources effectively to enhance best instructional practices. They play an important role in the development and maintenance of academic standards, which include the knowledge and skills that learners are expected to learn in a subject and in each Grade. Important to mention is that the principal is responsible for reporting to parents through the school board and parent meetings and inviting parents to meetings. Moreover, the principal deals with disciplinary matters involving learners and teachers. Lastly, the principal is responsible for attending meetings and seeking support for his school from various people and authorities.

Nzoka and Orodho (2014:89) affirm that the role of the principal should be that of an advisor to students, teachers and the community. They state that the principal should be in a position to identify possible threats against retention rates and reverse the situation. In addition, the principal needs to act as a counsellor to not only the students but also parents and teachers because this could assist all parties interested in the educational life of the learners in order for them to appreciate the need to be educated. The principal should endeavor to provide the best school climate to entice students to complete their schooling by making school free from violence, threats, intimidation, hatred and witch-hunting. He/she should develop a rich co-curriculum and remedial interventions for slow learners in order to avoid repetition, frustration and dropout. Naidoo, Mncube and Potokri (2015:319) point out that the principal should be seen as a fundamental agent of transformation, creating space for deliberation and dialogue so that all stakeholders are actively involved in the school governing body. They stress that training or capacity building for all representatives of stakeholders on the SGB is recommended.

In its report, the Wallace foundation (2013:6-15) and Krasnoff (2015:3-7) advocates the five functions of principals, which include:

#### 2.10.1 Shaping a vision of academic success for all learners based on high standards.

Although they say it in different ways, researchers who have studied educational leadership come to an agreement that effective principals are responsible for establishing a school's vision of commitment to high standards and the success of all learners. In addition, the principal should ensure that the concept of academic success for all is picked as a school learning improvement agenda that focuses on goals for learner progress.

2.10.2 Creating a climate welcoming to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail.

Principals should ensure that their schools allow both adults and children to put learning at the center of their daily activities.

2.10.3 Cultivating leadership in others so that teachers and other adults assume their part in realizing the school's vision.

A broad and longstanding consensus in leadership theory holds that leaders in all occupations and all kinds of organizations, public and private schools need to depend on others to realize the group's purpose, and need to encourage the development of leadership across the organization.

2.10.4 Improving instruction to enable teachers to teach at their best and learners to learn at their utmost.

Principals work persistently to improve achievement by focusing on the quality of instruction and help define and promote high expectations, attack teacher isolation and fragmented efforts and connect directly with teachers and the classroom.

2.10.5 Managing people, data and processes to foster school improvement.

Schools may be relatively small but their leadership challenges are far from small or simple. To get the job done at a school, principals need to make good use of the resources at hand.

The roles of the principal relate to one another. It is hard to carry out a vision of learner success if the school climate is characterized by learner disengagement or teachers who do not know which instructional methods work best for their learners (Wallace Foundation, 2013:7).



## **2.11 POWERS AND FUNCTIONS OF THE LEARNERS' REPRESENTATIVE COUNCIL AS MEMBERS OF THE SCHOOL BOARD**

The Ministry of Education, Arts and Culture (2001:19) mandate that secondary school learners, who are members of LRC, should be part of school governance through participating on the school board. The Ministry of Education, Arts and Culture (2001:19) outlines the following powers and functions of the LRCs:

- To promote the best interest and welfare of the school and its learners;
- To liaise between learners and the school management;
- With approval of the principal, LRCs should undertake projects and programmes aimed at improving and maintaining the school environment and facilities, providing cultural, sports and social activities for learners and improving the health and welfare of learners.
- To assist the principal and the teachers to ensure adherence to the code of conduct of the school by all learners to create and maintain an orderly and disciplined school environment conducive to learning;
- With the performance of any other reasonable tasks assigned to the LRC by the principal, a Learners' Representative Council may establish committees for specific functions or projects of the LRC, which may include learners who are not members of the LRC as members, and must designate a member of the LRC as chairperson of such committee.

Mncube and Harber (2013:4) and Mncube and Naidoo (2014:486) point out that the LRC's functions, which include acting as representative of fellow learners on the school board and assisting in maintaining order in the school in accordance with the approved school rules, must be submitted to the school board for approval. In addition, members of the LRC should set a

positive example of discipline, loyalty, respect, punctuality, academic thoroughness, morality, cooperation and active participation in school activities. Furthermore, they should also promote good relations among the learners themselves, the learners and staff members, the school and the community, as well as the school and the parents. Lastly, the LRCs have a duty to promote responsibility and leadership among learners and to support the educational programme of the school, as well as to maintain and refine the traditions of the school.

## **2.12 RIGHTS AND RESPONSIBILITIES OF LEARNERS**

The Ministry of Education, Arts and Culture (2016:20) guarantees the following rights and responsibilities to learners:

- To attend school, learn and be taught

This right and responsibility is enshrined in Article 20 of the Namibian Constitution (2000:12-13) which states that all persons shall have the right to education. It asserts that primary education shall be compulsory, and the state shall provide reasonable facilities to render effective this right for every resident in Namibia by establishing and maintaining state schools at which primary education will be provided free of charge. It furthermore affirms that children shall not be allowed to leave school until they have completed their primary education or have attained the age of sixteen (16) years, whichever is the sooner, save in so far as this may be authorized by an Act of Parliament on grounds of health or other considerations pertaining to the public interest.

- To be informed regarding all issues related to the control of their behaviour in school as contained in codes of conduct, school regulations and school class rules.
- To air their complaints or appeal against decisions they regard as unjust, in as much as their academic and curricular matters are concerned.

- To be treated as individuals and have specific circumstances, that affects their learning activities, taken into consideration.
- To have protection from corporal punishment, verbal abuse or unjust and excessive punishment by authorities.

## **2.13 CHALLENGES ON THE SCHOOL BOARD**

Xaba and Nhlapo (2014:432-433) point out three challenges regarding the school board structure:

### **2.13.1 Recruitment of parent SBMs is indiscriminate and inconsiderate of candidates' interests, level of education and commitment**

The manner in which nominees are selected and voted is often questionable. In this regard, only talkative or outspoken persons are elected, which does not mean that they are committed or interested. Regarding the issue of the level of education, Bagarette (2012:98) state that the SASA does not require any literacy levels from the parent members to serve on the school governing body. It is important to mention that the only requirement is that the parent members must have children at the school. However, Mncube and Mafora (2013:19) argue that the involvement of parents in the school governing body is poor and ineffective due to the illiteracy of parents. In addition, Bagarette (2012:103) reiterates that the inability of SGB members to read and write poses a challenge for the SGBs to develop policies or to interpret the constitution and other education-related policies. Furthermore, this inability to read and understand the SASA or other acts and policies creates a situation where the school governing body relies on the principal for the interpretation of all documents. Unfortunately, this situation results in principals taking all decisions on behalf of the school governing body.

### **2.13.2 The participation of parents and learners who are members of the school board is futile**

Mncube and Mafora (2013:20) assert that parents are a working species. Since they are not being remunerated, they are not keen to do much at school. Nwosu and Chukwuere (2017:20) state that parents in the SGBs find themselves in a situation where they have to choose between work that would yield a salary to meet the needs of their families and attend school activities in order to represent the school. Similarly, learners are not involved due to their studies. The lack of parent and learner participation in SGB meetings is a challenge to the SGB in general. In addition, most learners on the school board are teenagers who are not interested in attending meetings and workshops which take place at the school. Mncube and Harber (2013:10) state that learners tend to be shy and find it difficult to express themselves on issues because they feel that they might insult their elders who are members of the school board. In addition, the Education Act, Act 16 of 2001 of Namibia motivates learners to participate on the school board, but the African culture makes it difficult for them to air their views amidst adults.

### **2.13.3 The term of office for SBMs**

Xaba and Nhlapo (2014:425) state that school principals become automatic and unelected members of the school board. Principals are ex officio members of the school board. The Ministry of Education, Arts and Culture (2016:3) and Dibete (2015:19) affirm that the term of office for parents and teacher components is three years while learners serve a period of one year on the school board. The three-year term of office for SBMs is perceived to be too short to be effective. SBMs should be given longer office terms so that they benefit from the intensive

training and support, as well as allow for proper succession processes between new and outgoing SBMs.

## **2.14 CRITICISM OF SCHOOL BOARDS**

Ament (2013:33) outlines the criticism of the SBMs as follows:

- SBMs are so splintered by members' attempts to represent special interests or meet their individual political needs that they cannot govern effectively.
- SBMs are not spending enough time educating themselves regarding issues or education policy making.
- They have not provided the leadership required to mobilize other agencies and organizations to meet the health and social service needs of learners and their families.
- They do not exercise adequate policy oversight, lack adequate accountability measures, and fail to communicate the progress of their schools and school systems to the public.
- They rely on rhetoric rather than action in decision making at their schools.
- SBMs exhibit serious problems in their capacity to develop positive, productive and lasting relationships with the principals.
- They pay little or no attention to their performance and their need for on-going training.
- They have become another level of administration at the school.
- SBMs tend either to make decisions in response to the "issue of the day" in changing communities or govern to maintain the status quo in more stable communities.
- People who see themselves as educators, wanting to oversee curriculum and decide on the teachers, run school boards.

## **2.15 THE ROLE OF THE TEACHER**

The Ministry of Education, Arts and Culture (2016:21) attests that the teacher is a professional or expert trained to teach. It is important to note that a teacher manages and facilitates the activities of teaching and learning in his/her class. Moreover, as a professional, a teacher knows the content of the subject he/she teaches and the syllabus and curriculum requirements. Furthermore, the teacher is expected to plan the lessons well and be prepared to teach every day. The Ministry of Education, Arts and Culture (2016:22) asserts that the most important practical task of the teacher is to create a positive, friendly learning environment in the classroom. Another task of the teacher is to discipline learners in a professional manner, show respect and trust towards learners, the principal and teachers, as well as the parents. Similarly, the teacher teaches or facilitates in a manner that enables learners to enjoy and participate fully in the lesson. In addition, the teacher ensures that effective learning does take place. It is, however, important to mention that the teachers should be supportive, able to praise good efforts and good work, as well as assist and motivate those learners who are struggling. Furthermore, the teacher should never show preferential treatment. He/she should treat everybody equally. Moreover, the teacher should reprimand an offender privately – never in front of the class. Other roles of the teacher include finding out regarding the learners' home situations and communicating regularly with parents. The teacher should be a positive role model for learners. Learners like to imitate their teachers and hold them in high esteem if they deserve it. They should help in managing the school and not always depend on the principal. Moreover, the teacher should show interest in extra-mural activities by helping with sports, debates and cultural activities, as well as employ innovative ways to obtain information from the internet, newspapers and magazines.

As acknowledged earlier, regarding the composition of the school board, teachers at the school form part of the school board. In Namibia, two teachers at the school are elected on the school board. In contrast to the school board, Bayat, Louw and Rena (2014:360) describe the working relationship between the principal and teachers as being good or excellent. However, the conflict regarding the role of the teachers and SBMs is a serious obstacle to their working relationship. It is, therefore, important to mention that teachers often endure disruption and conflict because of violent and aggressive behaviour in the classroom caused by learners who are not adequately disciplined by the school board. In addition, teachers are demoralized because of the non-appreciative working environment at their schools caused by SBMs' unwillingness to address disruptive behaviour. Furthermore, the unsupportive attitude, lack of appreciation and respect of SBMs make the work of the teachers difficult, leading them to become less motivated.

## **2.16 STRATEGIES TO EMPOWER PARENT SBMs TO PERFORM THEIR GOVERNANCE ROLES AND RESPONSIBILITIES**

In their research article, Mohapi and Netshitangani (2018:11) outline strategies to empower parent SBMs to perform their governance roles and responsibilities. The strategies include the empowerment of stakeholders, devolution of powers, expected and actual assistance, communication and influence, task orientation and friendliness, as well as support. They state that parent SBMs ought to be supported and encouraged to accept nominations when asked to be part of the school board. In addition, SBMs should treat one another with respect. Parent SBMs need support from the principal and need to be trained in their roles and responsibilities as stipulated in the Education Act (2001). They state that illiterate parent SBMs can be taught their roles and responsibilities in a language and at a level that they understand. Principals and teacher

SBMs need to ensure good relations by holding the hands of the parent SBMs. Similarly, Nzoka and Orodho (2014:89) state that other strategies include partnering with organizations, such as public health providers and non-governmental organizations (NGOs), asking parents to participate in the assessment of their child's progress, offering clear, regular non-threatening communication and including parents in decision making groups at the school.

## **2.17 CONCLUSION**

A comprehensive range of literature related to the perceptions of principals and SBMs regarding their working relationships in the Zambezi region of Namibia was reviewed in this chapter. It seems from the reviewed literature that principals play a major role in creating effective working relationships. It also appears that positive working relationships between principals and SBMs are at the heart of what makes a school extraordinary. In addition, this working relationship can be fruitful if there is a closer understanding of the roles and responsibilities of the principals and SBMs. Principals are the only members of the SB belonging to two important structures in a school, namely the management and governance structure. This makes their role very critical in promoting healthy working relationships among school board members.

The numerous roles and responsibilities of the school boards from selected countries were dealt with in the literature. Although most roles and responsibilities from these countries are fundamentally the same, some significant differences do exist. It looks as if the roles and responsibilities of principals and SBMs determine their perceptions of one another. As acknowledged by Onderi and Makori (2012:022), tensions and conflicts may likely occur if roles



and responsibilities are either not clearly defined or overlapping, or when a certain group goes beyond its mandate.

In addition, if there are uncertainties in the role definitions at a school or unclear boundaries of responsibilities, the working relationship can be set for interpersonal friction between the principal and SBMs. The literature reveals information that needs to be investigated.

## **CHAPTER 3: THEORETICAL FRAMEWORK OF THE STUDY**

### **3.1 INTRODUCTION**

This chapter describes the theories selected to explore the perceptions of principals and SBMs regarding their working relationships in the Zambezi region of Namibia. Grant and Osanloo (2014:13) define a theoretical framework as a structure that guides research by relying on a formal theory, constructed by employing an established, coherent explanation of certain phenomena and relationships. Ngulumbe, Mathipa and Gumbo (2015:54-55) posit that a theoretical framework serves as the foundation of a research plan which situates the researcher within an academic discourse, as well as link the study to the broader body of literature. The theories that the researcher will discuss underpin the understanding of the perceptions of principals and SBMs regarding their working relationship. In this study, concepts were clarified, proposed and defined to provide a systematic view of what the researcher was investigating. The researcher noted relations between variables with the aim of explaining the phenomenon. This study is a combination of the transformational leadership, partnership and Dewey's theory of democracy in education.

### **3.2 DEFINING LEADERSHIP**

It is important to define the concept, leadership, as it applies to the perceptions of principals and SBMs regarding their working relationship in the Zambezi region of Namibia. Ali (2012:74) defines school leadership as the ability of an individual to influence, motivate and enable others to contribute towards the effectiveness and success of the school. Thus, leadership typically involves an element of vision. A vision provides the right direction to influence a process. A

leader or group of leaders may have one or more visions for the future to help them bring a group successfully to this goal. Scott and McNeish (2012:8) emphasize that leadership involves inspiring and supporting others in the achievement of a vision of the school, which is based on clear personal and professional values.

As acknowledged in Chapter 2, the Ministry of Education, Arts and Culture (2016:22) emphasizes that every principal must show leadership and be able to manage a school. School leadership requires the principal and SBMs to give direction to the school so that the function and purpose of the school can be fulfilled. It is, however, important to note that the principal's working relationship with the school board is influenced by the school's values and mission, as well as by the school board's constitution. For effective governance and support of the school, the school board is at the disposal of the principal. In addition, the principal is morally and legally obliged to cooperate with the school board in the best interest of the school.

### **3.3 TRANSFORMATIONAL LEADERSHIP THEORY**

Wahab, Fuad, Ismail and Majid (2014:40) define transformational leadership as a process inspiring change and empowering followers to achieve greater heights and improve themselves, as well as improve organizational processes. It is an enabling event, encouraging followers to accept responsibility and the processes to which they are assigned. It is, however, important to acknowledge that transformational leadership as a leadership approach adopted by principals; SBMs is an important element in students' excellence and a school's success. Similarly, the success of a school depends on the leadership style of principals and SBMs practiced at the school.

In 1978, a political sociologist, James MacGregor Burns, introduced the transformational leadership theory (Allen, Grigsby and Peters 2015:3; Cherkowski, Walker and Kutsyuruba 2015:5; Hauserman and Stick 2013:187). It is important to acknowledge that this theory emerged when Burns (1978) tried to find relationships between political leaders and their followers (Al-Husseini and Elbeltagi, 2015:3). In addition, this theory is based on the assumption that principals and SBMs need to respect and trust one another in order to gain loyalty and, furthermore, that everyone has a special contribution to make. Burns (1978) looked at the relationships between political leaders and followers; this study explores the perceptions of principals and SBMs regarding their working relationship in the Zambezi region of Namibia. In the educational sector, specifically in relation to this study, followers, subordinates or groups, as stated in the transformational leadership theory, refer to many stakeholders, such as heads of departments, teachers, learners, institutional workers and SBMs who work closely with the principal.

Cherkowski, Walker and Kutsyuruba (2015:5) reiterate that the transformational leadership theory has a long history in research writing on school leadership and organizations. The principals act along and within a continuum from transactional processes of bartering, building and negotiating to transformational ways of being that may empower SBMs to act towards a higher collective purpose. In addition, the principal and the SBMs have a moral responsibility to establish conditions in the school in which an authentic education can be provided for all learners. Furthermore, the education to be provided should be connected to real issues and give learners a chance to work through real problems in a way that allows them to make meaning out

of their own lives and contexts. Principals and SBMs should promote the best interests, as well as ensure the development of the school, by providing quality education for all learners.

Okcu (2014:2163) argues that transformational leadership is the most suitable leadership style that can adapt in today's world where great changes occur, new values arise and where the future cannot be predicted. Principals and SBMs who are transformational leaders are able to apply appropriate management styles and consider situational conditions in the decisions taken. In addition, principals are able to pay attention to the potential and needs of SBMs in order to develop their capacity. Furthermore, transformational leaders encourage interaction and attach importance to the individual interests. Allen, Grigsby and Peters (2015:2) add that transformational leadership is one style that has been advocated for success in the school improvement process. They state that transformational leaders have staff members who are committed to a shared goal or vision and are more satisfied in their positions. In addition, this type of leadership has the potential to have a great impact on the organizational climate of a school. It is important to mention that principals are considered one of the most influential factors in the development of the quality and character of a school. Their leadership styles and skills affect a variety of teacher characteristics, from job satisfaction and efficacy to engagement levels, as well as academic emphasis. Simsek (2013:4) asserts that this type of leadership creates major changes in the management of the mission, structure and human resources of the organization. Transformational leaders suggest fundamental changes in the school and cultural systems.

Balyer (2012:582) states that the transformational leadership theory is positively associated with a school's innovative climate, and it motivates SBMs to do more than they are expected in terms of extra effort and greater productivity. When the transformational theory functions correctly, it has the capacity to engage principals and SBMs in the achievement of educational objectives (Taole, 2013:77). Sendjaya (2015:22) supports Taole, stating that proponents of transformational leadership argue that transformational leaders will cause followers to perform beyond expected levels because of the leader's influence. SBMs are willing to go the extra mile because of their commitment to the principal and their intrinsic work motivation, as well as the sense of purpose and mission that drives them to excel beyond the standard limit. It is, however, important to mention that charisma is a key construct underlying transformational leadership behaviour. Attaining charisma in the eyes of one's employees is central to succeeding as a transformational leader. In particular, transformational leaders seek to empower and elevate followers rather than keep followers weak and dependent. Consequently, the effects of increased motivation and commitment will not necessarily benefit followers since there is nothing in the transformational leadership theory that says leaders should serve followers for the good of followers.

Spicer (2016:22) reiterates that followers want to build a trusting working relationship with a transformational leader and succeed in most cases. Therefore, because of their charismatic personality, principals become role models for SBMs by encouraging creativity and positivity. In addition, the transformational leadership theory has proved to have brought positive results in improving teacher efficacy and student achievement. Furthermore, transformational leadership encompasses many of the skills needed for developing and sustaining a positive school climate. Ebrahimi, Chamanzamin, Roohbakhsh and Shaygan (2017:138) argue that transformational

leadership is one central and most effective leadership theory in the field of education. In fact, it refers to the charismatic role and inspiring measures of a leader that affect the followers to perform their duties beyond specified expectations. In addition, the favorability of the transformational leadership theory in educational leadership cannot be understood separate from the current change-oriented educational policy environment that focuses on the educational restructuring of transformation in the twenty-first century. Taole (2013:77) adds that a principal who is a transformational leader is actively engaged in the tasks of school vision and capacity building. Such principals are also involved in team building and programme design and management. Cossin and Caballero (2013:7) reiterate that transformational leaders articulate a vision that emphasizes the way in which collective goals are in agreement with follower values, causing SBMs to regard school goals as their own.

Balyer (2012:582) conceptualizes transformational leadership along the eight dimensions at school:

- Building school vision
- Establishing school goals
- Providing intellectual stimulation
- Providing individualized support
- Modeling best practices and important organizational values
- Setting high academic standard expectations
- Creating a productive school culture
- Developing structures to foster participation in school decisions.

This is supported by Hauserman and Stick (2013:187-190) who reveal that the visionary aspect of transformational leadership, as evidenced by leaders acting as change agents in facilitating school learning, and that it plays a pivotal role for principals. This means that real change occurs at the school under the guidance of the principal's leadership. In addition, a variety of responsibilities and activities are associated with the role of the principal. It is thus the work of the principal to stimulate, nurture and support SBMs. Furthermore, the principal should be a good role model and encourage cooperation, as well as work collaboratively with SBMs. Wahab, Fuad, Ismail and Majid (2014:45) state that a transformational leader is a change agent who will drive change in the organization or school. In fact, the school organization is in dire need of a leadership formula like this, especially in terms of judgments and teacher development as an individual. In particular, a transformational leader is capable of working with and influencing SBMs to work together in achieving the mission and vision of the school. In addition, they will support and strengthen the individual who is always ready to excel.

In transformational leadership, Avci (2015:2759) emphasizes that the principal establishes a link between him-/herself, the school board and the staff members. The principal:

- should affect the staff members,
- become a role model for them,
- encourage them to work willingly beyond their performance,
- act under a team spirit,
- pay efforts to realize the school goals in unity,
- constantly follow innovations, changes and developments,



- keep the school full and alive under fierce competition and enable the school to get closer to success.

In this study, the transformational leadership theory worked for both principals and SBMs. For example, the first dimension of the transformational leadership theory at school, which is building the school's vision, concurs with the first responsibility of the school board in Namibia, namely the development of the school development plan (SDP), vision and policies of the school. As mentioned in the literature section of this chapter, a school development plan is a school strategy of how the school board and the school think they will maintain good standards and improve the quality of teaching and learning over a period of 1 to 3 years. A school development plan starts with a vision of where the school wants to be over a period of time in respect of the role it plays (Ministry of Education, Arts and Culture, 2001:15-16; 2016:6).

The second dimension of the transformational leadership theory at school, namely establishing school goals, is in line with one of the characteristics of an effective school board. Ehren, Honingh, Hooge and O'Hara (2016:211) state that an effective school board is committed to a clear and shared vision and goals for student achievement and quality instruction that trickle down to the classroom. The school board ensures that goals for student achievement include specific targets and standards, and are the highest priority in all schools without the distraction of other goals and initiatives.

### **3.4 DIMENSIONS OF TRANSFORMATIONAL LEADERSHIP**

Afshari, Bakar, Luan and Siraj (2012:165); Al-Husseini and Elbeltagi (2015:3); Avci (2015:2759-2760) and Hauserman and Stick (2013:186) outline the following four dimensions of transformational leadership:

#### **3.4.1 Idealized influence or charisma**

This dimension of transformational leadership describes leaders who act as strong role models for followers. Followers identify with these leaders and want very much to emulate them. In addition, these leaders usually have very high standards of moral and ethical conduct and can be counted on to do the right thing. They are deeply respected by followers, who usually place a great deal of trust in them. Furthermore, they provide followers with a vision and a sense of mission.

#### **3.4.2 Inspirational motivation**

This dimension of transformational leadership is descriptive of leaders who communicate high expectations to followers. Additionally, the leader inspires them through motivation to become committed to and a part of the shared vision in the organization. It is worth mentioning that this type of leadership enhances team spirit.

#### **3.4.3 Intellectual stimulation**

This dimension of transformational leadership includes leadership that stimulates followers to be creative and innovative and to challenge their own beliefs and values, as well as those of the

leader and organization. This type of leadership supports followers as they try new approaches and develop innovative ways of dealing with organizational issues. It encourages followers to think things out on their own and engage in careful problem solving.

#### **3.4.4 Individualized consideration**

This dimension of transformational leadership is representative of leaders who provide a supportive climate in which they listen carefully to the individual needs of followers. In this dimension, the leaders act as coaches and advisers while trying to assist followers in becoming fully actualized. Thus, these leaders may use delegation to help followers grow through personal challenges.

### **3.5 STRENGTHS OF TRANSFORMATIONAL LEADERSHIP**

Suresh and Rajini (2013:158) point out seven strengths of transformational leadership. One of its strength is that transformational leadership has been widely researched, including a large body of qualitative research centering on prominent leaders and chief executive officers in major firms. Transformational leadership has an intuitive appeal. People are attracted to this leadership theory because it makes sense to them. It is process focused because it treats leadership as a process occurring between followers and leaders. Additionally, transformational leadership has an expansive leadership view since it provides a broader view of leadership that augments other leadership models. It is also important to mention that transformational leadership emphasizes followers' needs, values and morals. Furthermore, there is evidence that transformational leadership is an effective form of leadership. Moreover, this is the most popular leadership form, which is most intuitive and easily recognized by people as it implies that transformational

leadership fits the popular notion of a leader. Examples of such leaders include Mahatma Gandhi, Martin Luther King, Adolf Hitler, Barack Obama and many others.

As mentioned earlier, followers, subordinates or groups, as stated in the transformational leadership theory in the educational context, refer to many stakeholders, such as heads of departments, teachers, learners, institutional workers and SBMs who work closely with the principal to make sure that effective teaching and learning take place. In this study, followers, subordinates or groups refer to SBMs. According to the transformational leadership theory, for any change to take place in a school, the principal and SBMs should be involved. For example, if learners experience problems at the school, they have to go through the LRCs, who are members of the school board, to take up their concerns. This is a way of dealing with organizational issues and encourages learners to engage in careful problem solving. In addition, parent members of the school board take up concerns for change on behalf of the parents whom they represent and on behalf of the community. Ament (2013:26) echoes that working together is especially important for those who serve in public schools. The primary example of cooperation must come from the principal and the SBMs. Thus, those who govern schools must share a vision and clear expectations, as well as the ability and courage to lead. Therefore, since education is a dynamic system, principals and SBMs will have to work as a team to engage the public and to nurture a climate conducive to change.

### **3.6 CRITICISM OF TRANSFORMATIONAL LEADERSHIP**

Transformational leadership has several weaknesses. Tafvelin (2013:15-17); Suresh and Rajini (2013:158-159); Lee (2014:20-21) and Deakin (2014:12) discuss the criticism against

transformational leadership, such as that it lacks conceptual clarity, because transformational leadership covers such a wide range of activities and characteristics, including creating a vision, motivating, being a change agent, building trust, giving nurturance and acting as a social architect. It is important to mention that it is difficult to define the parameters of transformational leadership exactly. Similarly, the parameters of transformational leadership often overlap with similar conceptualizations of leadership.

Another criticism revolves around the way that transformational leadership is measured. Researchers typically have utilized some version of the Multifactor Leadership Questionnaire (MLQ) to measure transformational leadership. However, some studies have challenged the validity of the MLQ. In some versions of the MLQ, the four factors of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation and individualized consideration) correlate highly with one another, which means that they are not distinct factors. In addition, some of the transformational factors correlate with the transactional and laissez-faire factors, which means that they may not be unique to the transformational model.

Another criticism is that transformational leadership treats leadership as a personality trait or personal predisposition rather than a behaviour that people can learn. If it is a trait, training people in this approach becomes more problematic because it is difficult to teach people how to change their traits. There is also a tendency to see transformational leaders as people who have special qualities that transform others. These images accentuate a trait characterization of transformational leadership.

In addition, transformational leadership is elitist and antidemocratic. Transformational leaders often play a direct role in creating change, establishing a vision and advocating new directions. This gives the strong impression that the leader is acting independently of followers or putting him- or herself above the followers' needs. Transformational leadership suffers from a "heroic leadership" bias (Lee, 2014:20) as it is the leader who moves followers to do exceptional things. By focusing primarily on the leader, researchers have failed to give attention to shared leadership or reciprocal influence. In addition, followers can influence leaders just as leaders can influence followers.

Moreover, transformational leadership has the potential to be abused. Transformational leadership is concerned with changing people's values and moving them to a new vision, but the question of who is to determine whether the new directions are good and more affirming and who decides that a new vision is a better vision remain. If the values towards which the leader is moving his or her followers are not better and if the set of human values is not more redeeming, then the leadership must be challenged. However, the dynamics of how followers challenge leaders or respond to their visions are not fully understood.

### **3.7 PARTNERSHIP THEORY**

As acknowledged in the introduction of this chapter, the partnership theory will be employed as a frame in this study. The theory relates to the transformational leadership theory as Gabbar, Honarmand and Aldelsalam (2014:7) acknowledge that transformational leadership is a process of creating, sustaining and enhancing leader-follower, follower-leader and leader-leader partnerships. This is done in pursuit of a common vision, in accordance with shared values and

on behalf of the community in which leaders and followers jointly serve. The transformational leadership theory seeks to describe and explain leader-follower engagement. Therefore, leaders and followers are bound together in a mutually uplifting partnership, as well as focused on inspiring and motivating one another. In addition, this mutual partnership is caught up in a broader process of community-wide transformation. As mentioned earlier, in the educational sector and specifically in a school context followers, subordinates or groups, as stated in the transformational leadership theory, refer to many stakeholders, such as heads of departments, teachers, learners, institutional workers and SBMs who work closely with the principal. In this study, followers, subordinates or groups refer to SBMs.

According to Bloomfield and Nguyen (2015:24), the term, partnership, commonly means notions of sustained relationship and equal exchange, as well as reciprocity and mutuality achieved through a process of negotiation of a relationship in terms of a common purpose, forms and practice. Bagarette (2012:98) defines a partnership as a number of people who have a common goal and co-operate with one another by contributing something of value to the relationship, with the aim of making a profit. The success of a partnership depends on mutual trust, as well as respect, among the partners. Therefore, partners have joint control and authority over the business and are jointly liable for the partnership debts.

Gross, Haines, Hill, Francis, Blue-Banning and Turnbull (2015:20) acknowledge that business partnerships are developed with a wide range of local and national for-profit businesses. In Namibia, public schools are managed along business principles, except that the aim is not profit, but rather quality teaching and learning outcomes displayed by the teachers and learners. Just

like in a business, the Education Act, Act 16 of 2001 of Namibia anticipates a partnership based on trust between the school board and the principal to serve the best interests of the school. The Education Act, Act 16 of 2001 of Namibia and Ministry of Education, Arts and Culture (2016) envisage a partnership based on a trust relationship between the school board and the principal to serve the best interests of the school. Bagarette (2012:98) emphasizes that a partnership is a vehicle for engagement. He, furthermore, notes that through a partnership, one is confronted with the different realities and forms of knowledge each partner brings to the relationship. New realities and forms of knowledge may consequently emerge. Thus, the mutual trust and respect between the partners are essential for the success of principal and school board partnerships. Additionally, in the partnership between principals and SBMs there should be openness, cooperation, participation and accountability in order for the partners to work together in all spheres of management and governance, as well as to promote the best interest of the school. Furthermore, for this partnership to succeed, specific knowledge and skills are required from the SBMs, which will enable them to perform their roles and responsibilities effectively.

Munje and Mncube (2018:81) argue that the South African School Act (SASA), 84 of 1996 is cognizant of the importance of parental involvement to put in place systems aimed at facilitating meaningful school-parent relationships. They continue that such partnerships require that role players work together to achieve every learner's right to education. They, furthermore, state that these provisions mandate the inclusion and participation of parents in school governing bodies. In spite of this, Sibanda (2017:570) asserts that in a partnership, the principal allows SBMs to make decisions and partners with them so that policy and vision are followed according to plan.



SBMs are able to take control and work as a team and the principal works with them in a collegial fashion.

### **3.8 SUCCESS FACTORS OF THE PARTNERSHIP THEORY IN SCHOOLS**

Hushie (2016:10) outlines the many factors contributing to the success of a partnership in other low and middle-income countries (LMICs). These success factors are explained from a health perspective. However, they are applicable in the education context and especially in the partnership between principals and SBMs in Namibia.

The success factors of partnership include:

- The development of new relationships by adopting, implementing education needs-based approaches and evidence-based interventions at the school;
- The commitment of principals and SBMs to mobilize internal and external resources and support for effective teaching and learning;
- The utilization of a memorandum of understanding to formalize expectations for collaborative relationship;
- The task of making school development planning and implementation a collaborative process by involving principals and SBMs, as well as other key stakeholders of the school, from start up to the end and ensuring that monitoring and evaluation are continuous processes in order to identify school needs and issues, as well as to engage in continuous school improvement;
- The sharing of accurate and timely information between the principals and SBMs, as well as stakeholders, donors and the public, to ensure more effective school outcomes.

In addition, Muijs (2015:578) delineates four factors that facilitate successful partnership at schools between principals and SBMs, namely:

- Strong focus on a limited number of goals

In order to make the relationship between principals and SBMs work, these partners need to agree on clear, shared goals and should have a common focus. The goals and focus of the school have to be shared with other partners and not just be the views of one partner.

- Trust and personal relationships

Trust is seen as important, not just in creating the conditions that allow schools to accept support and work together effectively, but also in creating a culture of openness towards mistakes and weaknesses. In addition, trust is about personal relationships between principals and SBMs.

- Mutual benefits

It is an established research finding by Muijs (2015:578) that partnerships benefit from the perception that each partner gains from the relationship. Principals and SBMs can benefit from the ability to learn from good practice in the school, as well as from the professional development emerging from the school.

- A phased approach

A phased approach is followed in most effective partnership. Support needs to be intensive in the early phases of the partnership, but can often become increasingly hands-off over time as capacity in the school develops.

Mavuso and Duku (2014:427-428) state that partnership in education has been regarded as a great phenomenon internationally. Partnership is seen as a relationship between principals and

SBMs as a means for promoting learners' achievements. It has also been viewed as a means by which the principals and SBMs are in constant interaction with each other in an endeavor to improve the academic achievement of learners. This theory will help principals and SBMs to create support that will enable learners to succeed. It will bring together principals and SBMs, as well as create a forum in which diverse ideas can be concretized into solid, effective educational programmes. According to the partnership theory, there will be open dialogue between principals and SBMs, during which conversation, discussion and deep listening will take place. In addition, principals and SBMs will foster social creativity, which is necessary for the establishment of novel ways of interacting with each other. Furthermore, this theory will also foster the communication and cooperation that is essential for principals and SBMs.

### **3.9 DEWEY'S THEORY OF DEMOCRACY IN EDUCATION**

According to Hyde and LaPrad (2015:2) and Stone, Sayman, Carrero and Lusk (2016:3), John Dewey's theory of democracy in education was published in 1916. Sanli and Altun (2015:1) define democracy in education as "the process of educating principals and SBMs by means of education activities by transferring the principles and rules of democracy, human rights and freedoms being transferred into open and closed goals in the education programmes". For the culture of democracy to become a way of life, it is important that principals and SBMs should be in the environment in which this culture prevails. For example, from the very early ages, learners' manners and attitudes in the environment in which they spent most of their time were quite important in the sense of interiorizing democracy. Therefore, the basic term of being a democratic society depends on a democratic education. In addition, in the frame of democratic rules principals and SBMs should be provided to think, argue, criticize and be criticised, respect

different thoughts and majority, act tolerantly and reach an agreement. Furthermore, principals and SBMs who live in the environment in which these activities are conducted can gain more easily and permanently by experiencing the attitudes and manners that democracy requires.

Dewey's theory of democracy in education has been employed successfully to studies similar to the one being reported on here, study that focused on exploring the perceptions of principals and SBMs regarding their working relationships in the Zambezi region. Among them is a study on democracy and education: mindfulness, democracy and education (Hyde and LaPrad, 2015:1-12). This study looked at the significance of establishing a democratic education environment at schools (Sanli and Altun, 2015:1-8) and the contribution of school governing bodies in promoting democracy in South African schools: the current trends (Mncube and Naidoo, 2014:484-492). From the review of the studies mentioned above, it is clear that Dewey's theory of democracy in education can be applied with success to explore the perceptions of principals and SBMs regarding their working relationships in the Zambezi region.

Mncube and Naidoo (2014:486) attest that democracy is understood to be many things and presents in different forms, with somewhat different implications for education. Democracy is viewed as a mode of associated living of conjoint communicated experience. In addition, it is linked to the idea of living together, with emphasis on communicative interactions and sharing of experiences. Furthermore, the conception of democracy can be interpreted as a social and moral ideal, as well as a form of social organisation, in which principals and SBMs realise that they are interconnected and so learn by working with others. Naidoo, Mncube and Potokri (2015:321) argue that democratic leadership fosters participative governance. Democratic leadership has

appropriately been described as a participatory, consultative, negotiating and inclusive style of leadership. Additionally, they recommend the link between school and democracy for the manifestation of democratic transformation of societies. They regard democracy in association with faith in the potential of human nature. Schools have much to offer regarding getting all stakeholders involved, encouraging shared value systems, involving the community and promoting the principles of democracy.

For the purpose of this study, the idea of a representative democracy was embraced. Mncube and Naidoo (2014:486) affirm that representative democracy is an indirect democracy involving a system that embraces elected individuals who undertake to represent the interests and views of the people. In accordance with the Ministry of Education, Arts and Culture (2016:2) and the Education Act, Act 16 of 2001 of Namibia, the membership of the school board consists of the prescribed number of not less than five and not more than 13 voting members. These members include parents with children at the school, but who are not employed there (parents must be in the majority). In addition, school teachers and the principal of the school are members of the school board. Moreover, in case of a secondary school, not more than two learners at the school could be nominated by the LRC as members of the school board. The above-mentioned SBMs are elected to represent their different constituencies to promote democracy in Namibian schools.

As acknowledged in Chapter 2, the principal is a representative of the Ministry of Education and, therefore, must lead by example and set high standards for the school (Ministry of Education, Arts and Culture, 2016:23). Xaba and Nhlapo (2014:425) affirm that the principal is responsible for the professional management of the school. This entails that, in matters of school governance,

the principal is answerable to his/her employer by assisting the school board with the performance of its functions and responsibilities in terms of policy and legislation.

Teachers at the school form part of the school board. In Namibia, two teachers at the school are elected to the school board. In contrast to the school board, Bayat, Louw and Rena (2014:360) describe the working relationship between the principal and teachers as being good or excellent.

It is worth noting that parent members are voted on the school board to represent parents and the community at large. Therefore, they should arrange regular meetings with parents to inform them about their schools by means of letters to parents, parents' meetings and through the media. Other avenues that SBMs can utilize to share information with community members or update the traditional leaders on education matters for their support are at regular meetings hosted by local traditional leaders. Examples of information communicated to parents and the community can include: reports on progress made and on new plans (updating parents or community on school development plan), as well as ascertaining people's needs and their perceptions of the performance of the school board and the school.

Furthermore, the Ministry of Education, Arts and Culture (2001:19) mandate that secondary school learners, who are members of the LRC, should be part of school governance through participation on the school board. Mncube and Harber (2013:4) and Mncube and Naidoo (2014:486) state that the functions of LRCs include acting as representatives of fellow learners on the school board and assisting in maintaining order in the school in accordance with the approved school rules. In addition, members of the LRC should set a positive example of good

discipline, loyalty, respect, punctuality, academic thoroughness, morality, cooperation and active participation in school activities. Furthermore, they should also promote good relations among the learners themselves, between the learners and staff members, between the school and the community and between the school and the parents.

Mncube and Naidoo (2014:488) emphasize that principals and SBMs assist in spreading democratic principles in schools and society. In addition, democratically governed schools honor participation, adequate representation, tolerance, deliberation, dialogue and rational discussion, which lead to collective decision making.

### **3.10 CONCLUSION**

This chapter discussed three theories which seem to suit this study, namely the transformational leadership, partnership and Dewey's theory of democracy in education. The researcher believes that these theories underpin this study which aimed at exploring the perceptions of principals and SBMs regarding their working relationships in the Zambezi region.

Odumeru and Ifeanyi (2013:356) posit that a transformational leader stimulates and transforms followers to realize extraordinary results. Principals should listen to the anxiety and progressive needs of individual SBMs. In this theory, principals may change SBMs' awareness of concerns by helping them to view old matters in a new way. In addition, principals may be able to arouse, excite and inspire SBMs to put in extra effort to achieve school goals. Furthermore, the transformational leadership theory may be able to create a positive change in principals and SBMs where they may take care of each partner's interests, as well as act in the interest of the

school. Zhang (2016:38) emphasizes that the transformational leadership theory seems to relate to the quality of the working relationship between principals and SBMs during the continuous school change.

With regards to the partnership theory, collaborative relationships and mutual trust between principals and SBMs are key aspects. SBMs may engage in a collegial policy-making process that emphasizes the need to find solutions. According to the partnership theory, consensus may develop among principals and SBMs regarding the identification and implementation of improvement strategies.

Harber and Mncube (2012:111) advocate that Dewey's theory of democracy in education can help principals, teachers, parent members and learners who want to be explicitly trained in democratic skills and capabilities, such as speaking skills and putting forward a case. It can help principals and SBMs to have good listening, chairing, organising and planning and conflict resolution skills, as well as assertiveness. A combination of these three theories best suited exploring the perceptions of principals and SBMs regarding their working relationships in the Zambezi region of Namibia.



## **CHAPTER 4: RESEARCH APPROACH AND METHODOLOGY OF THE STUDY**

### **4.1 INTRODUCTION**

This chapter discusses the research methodology and design employed to investigate the perceptions of principals and SBMs regarding their working relationships in the Zambezi region of Namibia. The chapter provides the outline of a systematic study that addressed the research questions and objectives. It also outlines the research paradigm and gives a summary of the research approach. In addition, the chapter explains the sampling process and how the participants were selected. It also discusses the data collection methods, data analysis and a description of ethical considerations.

### **4.2 RESEARCH PARADIGM**

This research is located within the interpretive paradigm. Bertram and Christiansen (2014:25) state that, originally, the social sciences, such as Sociology, Psychology and Education, employed the same research approach as in the natural and physical sciences, namely a scientific method. It is important to mention that from the 1950s onwards, the assumption that the research approach employed for the description of the natural world could be utilized unchanged for the social world was increasingly challenged. The challenge was that the subjects of research in the social sciences were people (individuals or groups), while the subjects of research in the natural and physical sciences were elements of the natural world, such as plants, animals, birds, insects, chemicals, atoms and the like. In this study, the participants in the research were principals and SBMs in the Zambezi region. The way in which principals and SBMs responded in this study depended largely on their experiences and circumstances, as well as their contexts. According to

an interpretive paradigm, principals and SBMs in this study constructed and merged their own subjective and intersubjective meanings as they interacted with the world around them (Okeke and Van Wyk, 2015: 400). This paradigm was applied successfully in this study to explore the perceptions of principals and SBMs regarding their working relationships in the Zambezi region.

#### **4.3 RESEARCH APPROACH**

A qualitative research approach was employed. Mills and Gay (2016:25) define a qualitative research approach as “the collection, analysis and interpretation of comprehensive narrative and visual (i.e. non-numerical) data to gain insights into a particular phenomenon of interest”. This study sought to establish the challenges that principals and SBMs might be facing regarding their working relationship in the Zambezi region and to collate strategies that principals and SBMs could utilize to build their working relationship. An effort to understand the principals and SBMs’ perceptions regarding their working relationships was made by entering the research participants’ setting to interview them, study documents and give meaning. This process included continuous engagement with principals and SBMs to the point of data saturation.

#### **4.4 RESEARCH DESIGN**

A qualitative case study approach was employed. According to Yin (2014:16), a case study is an empirical inquiry that examines a contemporary phenomenon in depth and within its real-world context, especially when the boundaries between the case and the context may not be clearly evident. Best and Kahn (2014:265) posit that a case study examines a social unit as a whole. Given the nature of the study, the researcher employed a case study approach to explore the

perceptions of principals and SBMs regarding their working relationships in the Zambezi region. A case study approach was appropriate in this study because it answered descriptive and explanatory questions (Mills and Gay, 2016:419).

## **4.5 DATA COLLECTION STRATEGIES**

### **4.5.1 Population**

Best and Kahn (2014:11) define a population is a group of individuals with at least one common characteristic which distinguishes that group from other individuals. In this study, school board was a population.

To solve the problem in this study, the researcher narrowed the population so that only principals and SBMs from the Zambezi region formed part of the study. To be more specific, the researcher worked with principals and SBMs of primary, combined and secondary schools in the Zambezi region.

### **4.5.2 Sample**

Okeke and van Wyk (2015:226) define a sample as a set of respondents or participants carefully chosen from a larger population for the purpose of conducting research. The sample in this study was representative as it consisted of principals, parents, teachers and LRCs as SBMs. The findings were generalized from the selected sample. Bertram and Christiansen (2014:59-60) affirm that sampling involves making decisions regarding which people, settings, events or behaviours to include in the study. The researcher decided how many principals and SBMs

would participate in the study. Purposive sampling was employed in this study. The researcher made choices regarding which participants or groups to include in the sample and selected six schools as sites to explore the perceptions of principals and SBMs regarding their working relationships in the Zambezi region. Among the six selected schools, two were primary, two combined and two senior secondary schools. The sample in this study included:

- Five principals from primary, combined and senior secondary schools in the Zambezi region of Namibia.
- Nine teacher SBMs from primary, combined and senior secondary schools in the Zambezi region.
- Ten parent SBMs from primary, combined and senior secondary schools in the Zambezi region.
- Four LRCs from combined and senior secondary schools in the Zambezi region.

In accordance with the Ministry of Education, Arts and Culture (2001:16; 2016:2), the membership of the school board depends on the size of the school. It should consist of not less than 5 and not more than 13 voting members. These members include parents with children at the school, but who are not employed there (parents must be in the majority). School teachers and the principal of the school are members of the school board. Two learners at the school nominated by the LRC are members of the school board. However, this is applicable in secondary schools only. Primary schools are encouraged to create platforms for learner participation in school governance.

The five principals were selected because they represented the Ministry of Education at the school, as ex-officio member of the school board. The principals must lead by example and set high standards for the school (Ministry of Education, Arts and Culture, 2016:23). Xaba and Nhlapo (2014:425) affirm that the principal is responsible for the professional management of the school. This entails that, in matters of school governance, the principal is answerable to his/her employer by assisting the school board on the performance of its functions and responsibilities in terms of policy and legislation.

The nine teacher SBMs from primary, combined and senior secondary schools in the Zambezi region were selected to form part of the study. This was done in accordance with the Ministry of Education, Arts and Culture (2001:16, 2016:2) which states that school teachers at the school are elected to the school board. Ten parent SBMs from primary, combined and senior secondary schools in the Zambezi region were selected to form part of the study because they were voted on the school board to represent parents and the community at large. They should regularly arrange meetings with parents to inform them of their schools by means of letters to parents, parents meetings and through the media.

The Ministry of Education, Arts and Culture (2001:19) mandate that secondary school learners, who are members of the LRC, should be part of school governance through participating on the school board. The reason for selecting four LRCs who were represented on the school board was that, according to the composition of the school boards in Namibia, primary schools do not elect LRCs. This is only applicable at combined and secondary schools.

The researcher purposively selected a total number of twenty-eight (28) participants for the study, which included five principals and twenty-three SBMs in the Zambezi region of Namibia. The reason for selecting the twenty-eight participants was their involvement as members of school boards in the Zambezi region. All participants involved in the study were approached by writing letters to them before gaining access to their sites (See Appendices B, C, D and F). Thus, principals, teacher SBMs and parent SBMs were requested to complete consent forms in order to be part of the study (See Appendix G). Two letters were written to LRCs serving on the school board:

1. Letter requesting parental consent for minors to participate in a research project (See Appendix E) and
2. Letter requesting consent from learners in secondary schools to participate in the research project (See Appendix F).

## **4.6 DATA COLLECTION TECHNIQUES**

To increase validity, the researcher utilized multiple data collection techniques, namely interviews, focus group discussion and document analysis.

### **4.6.1 Interviews**

The most prominent data collection technique in qualitative research is the interview (Punch and Oancea, 2014:182). They assert that the interview is a good way of exploring people's perceptions, meanings and definitions of situations and constructions of reality. In this study principals and parent SBMs' perceptions were explored. The interviews in this study were

employed to help understand the experiences of principals and SBMs (Ary, Jacobs, Sorensen and Walker, 2014:466-467), and they provided the required information.

For the purpose of this study, the researcher interviewed five principals and ten parent SBMs in order to explore their perceptions regarding their working relationship in the Zambezi region. Interviews with principals and parent SBMs were conducted at their respective schools. To be specific, all interviews with the five principals were conducted in their respective offices. Interviews with parent SBMs were held at a venue in the proximity of the school organized by the principals. The interviews with principals and parents SBMs were appropriate to investigate the challenges that principals and SBMs may be facing regarding their working relationships and collate strategies that both parties could employ to build their working relationship. Specifically, semi-structured interviews were employed as this type of interview is commonly utilized in research projects to corroborate data emerging from other data sources (Maree, 2016:93). The researcher prepared the semi-structured interview questions for principals and parent SBMs (See Appendix I and L) beforehand, and included them in letters written to participants to enable them to prepare in advance for the scheduled interviews. In the letters, the researcher informed participants that the interviews were going to be recorded and that they were to last for twenty minutes. It is important to mention that, in the letters, the researcher informed participants that their identities in the study were going to be protected. The researcher then conducted separate interviews with parent SBMs at different scheduled dates and time. The researcher provided participants with transcribed interviews for verification.

The interviews conducted with principals and parent SBMs presented some advantages to the researcher (Bertram and Christiansen, 2014:127). These include:

- The researcher was present during the interview process with principals and parent SBMs and could, therefore, clarify the questions (which could not be done with a questionnaire).
- The researcher probed participants with additional questions to obtain more detailed data when more detailed answers were required.
- It was easier for principals and parent SBMs to talk to the researcher in an interview and, thus, the researcher collected much more detailed and descriptive data.
- The interview as a research method provided in-depth data from principals and school board members.

#### **4.6.2 Focus group discussions**

Creswell (2014:240) defines focus group discussions as a process of gathering data through interviews with a group of people, usually four to six. This implies the asking of a small number of general questions and eliciting responses from all individuals in the group. In this study, the researcher had focus group discussions with four LRCs serving on the school board and the nine teacher SBMs to explore their perceptions regarding their working relationship with principals. Similar to the interviews, the researcher prepared the focus group discussion questions (See Appendix J and K) beforehand and included them in letters written to participants (See Appendices C, E and F) to enable them to prepare in advance for the scheduled focus group discussions. In the letters, the researcher informed participants that the focus group discussions were going to be recorded and that they were to last about twenty minutes. Since some LRCs were below the age of eighteen years, the researcher requested learners to fill in and sign a



written consent form which was also signed by witnesses who were older than eighteen years (See Appendix H). As indicated earlier, the researcher requested teacher SBMs to fill in consent forms (See Appendix G) indicating that they agreed to participate in the study and that they could withdraw their consent at any time without penalty. It is important to mention that, in the letters, the researcher informed participants that their identities in the study were going to be protected.

The researcher conducted separate focus group discussions with four LRCs on the school board and the nine teacher SBMs at different scheduled dates and time. The researcher then provided participants with the transcribed focus group discussions for verification. The focus group discussion was a useful technique which led teacher SBMs and LRCs serving on the school board to have a shared understanding of the questions posed by the researcher (Mills, 2014:92). Through focus group discussions, the researcher sought to establish the challenges that principals and SBMs might be facing regarding their working relationship in the Zambezi region and collate strategies that principals and SBMs can employ to build their working relationships.

#### **4.6.3 Document analysis**

Best and Kahn (2014:263) state that document analysis is an important source of data in many areas of investigation. Document analysis provided the researcher with secondary sources of data. They served a useful purpose in this study by adding knowledge about the perceptions of principals and SBMs regarding their working relationship in the Zambezi region. Creswell (2014:245) points out that documents which researchers can analyze consist of public and private records obtained regarding a site or participants in the study; these may include newspapers,

minutes of meetings, personal journals and letters. For the purpose of this study, the researcher analyzed minutes of school board, parents' and management meetings obtained from the six schools. These documents provided valuable information in helping the researcher understand the perceptions of principals and SBMs regarding their working relationships in the Zambezi region. Minutes of school board, parents' and management meetings were a good source of text data in this qualitative study. The advantage of utilizing document analysis in this study was that minutes of school board, parents' and management meetings were in the language and words of the participants who had given thoughtful attention to them. In addition, the minutes were ready for analysis without the necessary transcription that was required with interview data. These documents provided useful information to the researcher to integrate with the data sourced from participants in order to fill the gaps left by these sources. All data were integrated and collated as a conclusion to the data collection phase of the research process.

#### **4.7 DATA ANALYSIS**

A qualitative data analysis (QDA) was employed in this study to analyze the data based on an "interpretative philosophy that is aimed at examining meaningful and symbolic content of meaning of a specific phenomenon by analyzing their perceptions, attitudes, understanding, knowledge, values, feelings and experiences in an attempt to approximate their construction of the phenomenon" (Maree, 2016:109). QDA was the method best suited to explore the perceptions of principals and SBMs regarding their working relationships in the Zambezi region of Namibia. For the purpose of this study, the researcher analyzed transcripts of interviews and focus group discussions that were conducted with five principals and twenty-three SBMs, a total of twenty eight participants. The researcher analyzed minutes of school board, parents' and

management meetings that provided useful information and integrated the analysis with the data obtained from participants in order to fill the gaps that might have been left.

This study followed the six steps in the process of analyzing and interpreting qualitative data as summarized by Creswell (2014:261):

Step 1: The researcher organized and prepared the data for analysis. During this process, the researcher transcribed the interviews conducted with five principals and ten SBMs of the six sampled schools in the Zambezi region. The researcher also transcribed the focus group discussions conducted with nine teacher SBMs and four LRCs serving on the school board.

Step 2: The researcher read all the data, made notes and recorded general thoughts from the transcribed interviews and focus group discussions. The researcher went on to analyze the minutes of school board, parents' and management meetings that gave the necessary information according to the categories that were identified when the researcher was transcribing the interviews and the focus group discussions.

Step 3: During this step, the researcher began the detailed analysis with a coding process. The researcher organized the data into chunks or segments of text before bringing meaning to the data.

Step 4: The researcher employed a coding process to generate a description of the setting or participants and the categories of themes for analysis. In this study, the researcher came up with many categories, which were used as sub-headings.

Step 5: The researcher decided on the way that the description and five themes were to be represented in a qualitative narrative. In this study, the researcher utilized description to convey the findings of the analysis.

Step 6: The last step involved the researcher making an interpretation or deriving meaning from the data.

Similarly, the researcher followed some of the broad steps in QDA as described by Bless, Higson-Smith and Sithole (2013:342-347). The researcher felt a need to use these steps to fill the gaps in the process of data analysis of this study.

- Immersion in the data

This is the foundation step in QDA where the researcher reads and rereads the data collected. Usually, good qualitative data are rich, complex and typically cover many pages. This entails that by repeatedly reading the data collected, the researcher created a mental picture of the entire data set. In doing so, the researcher knew broadly what was contained within the data set and what important information was missing. In addition, some ideas regarding how to categorize the data started to emerge.

- Preliminary coding

Coding is an important component of QDA. During this process, transcription was broken into fragments which shared some common characteristics. The process of coding involved breaking up the original transcripts and classifying all the fragments into the various categories. The researchers developed the codes by looking for themes and patterns within the data itself. The researcher started this process by writing notes with possible codes alongside the original transcription.

- Coding definitions

During this step, the researcher was ready to start defining the codes. It is a stage where each code was clearly defined so that the researcher could code consistently and explain

the coding system. In addition, this step included at least a title and a description of what kind of data were to be categorized under that code.

- Coding

At this stage, the researcher was ready to recode the entire data set since the coding system was finalized. This process was done by working through the transcripts and breaking up the text into fragments which were then allocated to particular codes.

- Interpretation of results

At this stage, the researcher began to interpret the results of the study. This was guided by the research questions and objectives of the study. In addition, the researcher described the material contained in each of the codes. Furthermore, the range of responses recorded under that code was described and the researcher pointed out areas of agreement and disagreement between participants.

#### **4.8 VALIDITY OR TRUSTWORTHINESS**

Du Plooy-Cilliers, Davis and Bezuidenhout (2014:258-259) point out that, since qualitative researchers do not use numbers as evidence, they use different criteria to determine the trustworthiness or credibility of research findings. Besides this, they state that the aim of qualitative research is to promote the understanding of a particular phenomenon within a specific context and not to generalize results to a broader population. They assert that the overarching term that is employed for validity and reliability in qualitative research is trustworthiness, which is further divided into credibility, transferability, dependability and confirmability.

- Credibility entails the accuracy with which the researcher interprets the data that are provided by the participants.

- Transferability entails the ability of the findings to be applied to a similar situation and to deliver similar results.
- Dependability is the quality of the process of integration that takes place between the data collection method, data analysis and the theory generated from the data.
- Confirmability entails how well the data collected support the findings and interpretation of the researcher. This indicates how well the findings flow from the data.

To increase validity in the study, the researcher employed multiple data collection techniques, such as interviews, focus group discussions and document analysis to explore the perceptions of principals and SBMs regarding their working relationships in the Zambezi region. The researcher combined these multiple data collection techniques in an effort to avoid biases and the challenges that might arise from employing a single data collection technique in this study. The researcher made use of a voice recorder and other, different, data gathering and analysis methods in order to ensure valid and trustworthy findings.

Before the researcher conducted the interviews and the focus group discussions with the principals and SBMs, the researcher assured them that they could use any language with which they were comfortable during the interviews and focus group discussions. All participants in the study agreed that they were comfortable to use English during the interviews and focus group discussions. The researcher provided participants with transcribed interviews and focus group discussions to read through and confirm that these were accurate representations of what they had said. The researcher copied direct quotations from principals and SBMs by utilizing substantial quotations where appropriate when presenting the data.

#### **4.9 ETHICAL CONSIDERATION**

Brynard, Hanekom and Brynard (2014:6) posit that there are two main ethical requirements for researchers: honesty and confidentiality. The researcher assured participants in the study that any information or data collected from or regarding their perceptions of their working relationships in the Zambezi region would be strictly confidential. To address the issue of confidentiality, the researcher focused on what Brynard, Hanekom and Brynard (2014:6) suggest, that any researcher should bear in mind, namely that the truth can usually be verified to see whether or not the researcher reported the precise truth as contained in the interviews, focus group discussions and documents. The researcher ensured that the study was conducted in a responsible manner.

In addition, the researcher also ensured that the interests of participants prevailed and that no confidential data were recorded or published without their consent. Although the researcher knew the identities of the principals and SBMs in the study, pseudonyms were employed (Mills, 2014:33) to avoid privacy invasion and potential harm.

In this study, the researcher ensured that the necessary ethical procedures were followed. The researcher obtained permission to conduct the study from the UNISA College of Education Ethics Review Committee (See Appendix M). This permission was utilized to apply for permission from the Zambezi education region to conduct the study in six schools, with the assurance that the findings of the study would be shared with the Ministry of Education, Arts and Culture to benefit the wider community (See Appendix A). Approval to conduct the study in the

six schools in the Zambezi region was granted to the researcher by the Zambezi education region (See Appendix N).

The researcher informed participants of the purpose of the study, which was to explore the perceptions of principals and SBMs regarding their working relationships in the Zambezi region of Namibia. The researcher wrote letters to the principals (See Appendix B), parent SBMs (See Appendix D), teacher SBMs (See Appendix C) and parents of LRCs serving on the school board (See Appendices E) who were involved in the study, explaining the purpose of the research, as well as their rights during the whole research process. All the participants in the study were informed that their participation in the study was voluntary and that they could withdraw their participation at any time during the study. The researcher obtained permission from the principals and SBMs of the six schools in order to access and analyze the minutes of school board, parents' and management meetings.

#### **4.10 CONCLUSION**

This chapter explained in detail the research approach and methodology. The researcher first explained the research paradigm and approach adopted in the study. Furthermore, the sampling procedure, data collection techniques, data analysis, validity or trustworthiness and research ethics were presented.



## **CHAPTER 5: DATA PRESENTATION, FINDINGS AND ANALYSIS**

### **5.1 INTRODUCTION**

In this chapter, the researcher reports on the findings derived from comments during the interviews, focus group discussions and documents collected from principals and school board members (SBMs) in six schools in the Zambezi region of Namibia. All the interviews and focus group discussions conducted with principals, parent SBMs, teachers and learner representative council members (LRCs) were recorded, transcribed and analyzed. In the process of data presentation, the researcher ensured that the voices of the participants were not lost. The researcher utilized verbatim and substantial quotations, as well as italics to indicate the responses of participants throughout the data presentation. The researcher, furthermore, employed pseudonyms for all research participants and the six schools that formed part of the study. The data collected from principals and SBMs in the Zambezi region were arranged and organized into specific categories (Creswell, 2014:269) to find answers to the four research questions. The sub-sections for this chapter have been guided by the main research question:

#### **Main question**

5.1.1 What are the perceptions of principals and SBMs regarding their working relationships in the Zambezi region?

#### **Sub-questions**

5.1.1.1 What is the importance of a good working relationship between principals and SBMs in the Zambezi region?

5.1.1.2 What are the challenges that principals and SBMs may be facing regarding their working relationships in the Zambezi region?

5.1.1.3 What strategies can principals and SBMs employ to build their working relationship?

## 5.2 PROFILES OF PRINCIPALS AND SBMs

**Table 5.1 Profiles of principals**

Principals	Age	Gender	Qualification	Experience (Years)	School location	# of learners	Training
Mark	43	Male	BEd (Hons)	11	Rural	581	Yes
Samuel	54	Male	BEd (Hons)	1 yr. six months	Rural	659	No
Peter	42	Male	BEd (Hons)	9	Urban	970	No
Luke	44	Male	BEd (Hons)	5	Urban	710	No
John	45	Male	BEd (Hons)	17	Rural	449	Yes

The data presented on Table 5.1 indicate that all five principals interviewed were male. Their ages ranged from forty to fifty-five years. With the exception of one principal with experience of one year and six months, the other principals who participated in this study had much experience as ex-officio members of the school board in the Zambezi region. The principal with one year and six months' experience was the oldest of the participating principals. Of these five, three indicated that they had not received any school board training since their appointment as principals. This was evident from the response of Peter, principal of School Four who said that:

*This is a serious problem that we have in the Zambezi region. I will be open and frank. I was fortunate that I was studying with another institution. That is where I learnt and studied regarding the roles and responsibilities of SBMs. That is where I came to know regarding what it means to be a principal and serving on the school board, but generally I would say, I did not receive specific training when I was appointed as a principal that this is your role on the school board. Even our current SBMs they were not trained. I raised this issue of training with the Inspector of Education who is my supervisor. He said that, 'let this be the responsibility of the school principals to train their school boards'. Then I said no, because SBMs will say that the principal is training us things that does not involve much of our roles, especially finance. They will say that I will be leaving other parts of what they should be trained because I do not want them to know. That is why I said that the Inspector of Education should come and train them.*

---

The data presented in Table 5.1 show that, despite the fact that the majority of the principals pointed out that they had not received school board training, some of them acknowledged that they had received school board training when they were appointed as principals. This can be seen from the response of Mark, principal of School Three who responded that:

*Yes! I received training. Once you are appointed as a principal you are always inducted. During or in that induction course, they are covering many things that you need to do at the school level without the school board, with teachers, with the school board and with the parents. So, in the training they will always stipulate that you will serve on the school board. They will always direct you that on the school board these will be your roles and responsibilities.*

---

John, principal of School One, who acknowledged that, supported this:

*Normally as a trend in the Zambezi region after every three year when the new school boards are elected we go through school board training. This training runs for two to three hours per year.*

---

Though John stated that he had received school board training, he was quick to mention that the school board training was not adequate. He commended the Zambezi education regional office for the effort they were putting in to make sure that principals received the necessary skills and knowledge every three years.

Regardless of their different answers to the question, whether they had received school board training or not, all five participating principals were interviewed to explore their perceptions of SBMs regarding their working relationship in the Zambezi region of Namibia.

The researcher presented the findings of the profiles of the participating principals. The majority did not seem to have received training to prepare them as principals and as ex-officio members of the school board. They learnt their roles and responsibilities through reading the Education Act (2001) on their own. This was possible because all participating principals were educated and had Bachelor of Education (Honours) degrees. However, those participating principals who had received training indicated that it was not adequate to equip them with the necessary skills and knowledge regarding their roles and responsibilities as principals and as ex-officio members of the school board. This might be true because the training lasted for two to three hours only. It seems that too much content regarding their roles and responsibilities was covered in these limited hours, making the training insufficient.

**Table 5.2 Profiles of parent SBMs**

Parent SBMs	School one	School Two	School Three	School Four	School Five	School Six
Age	Francis: 63	Collins: 45	Jimmy: 52	Jinny: 51	Lucious: 56	Nick: 48
	Grace: 39		Ricky: 50	Jack: 42		Florine: 45
Gender	Francis: Male	Collins: Male	Jimmy: Male	Jinny: Male	Lucious: Male	Nick: Male
	Grace: Female		Ricky: Male	Jack: Male		Florine: Female
Highest qualification	Francis: DIE	Collins: G:10	Jimmy: G:12	Jinny: BEd	Lucious: G:12	Nick: G:12
	Grace: G:10		Ricky: G:10	Jack: DIE		Florine: G:10
School location	Rural	Urban	Rural	Urban	Rural	Urban
School board training attended	Francis: No	Collins: No	Jimmy: Yes	Jinny: No	Lucious: Yes	Nick: Yes
	Grace: No		Ricky: No	Jack: Yes		Florine: Yes
Position on the school board	Francis: Chairperson	Collins: OSBM	Jimmy: Treasurer	Jinny: OSBM	Lucious: Chairperson	Nick: Treasurer
	Grace: OSBM		Ricky: OSBM	Jack: Chairperson		Florine: Secretary
Number of years	Francis: 2	Collins: 2	Jimmy: 6	Jinny: 3 yrs.	Lucious: 16	Nick: 6

on the school board	yrs.	yrs.	yrs.		yrs.	yrs.
	Grace: 2 yrs.		Ricky: 3 yrs.	Jack: 2 yrs.		Florine: 2 yrs.

The data presented on Table 5.2 illustrate that the researcher interviewed ten parent SBMs from six schools in the Zambezi region. Their ages ranged from thirty to seventy years. Two of the participating parent SBMs were chairpersons of their respective school boards, two were treasurers and one a secretary. Of the ten parent SBMs, only two were female. The majority of participating parent SBMs were male. Their years of experience as members of the school board varied from two to sixteen years. Two of the parent SBMs interviewed had Diplomas in Education and Bachelor of Education degree qualifications. The majority participating parent SBMs had qualifications ranging from Grade 10 to 12. The data presented in Table 5.2 reveal that five parent SBMs had received school board training. This is stated in the response of Lucious, a parent SBM at School Five who pointed out that:

*I received a school board training when I first became a school board member that was around 2003 or 2004.*

---

He affirmed that some new SBMs who joined them did not know their roles and responsibilities. He stated that in 2017 he spoke with the Circuit Inspector of Education to arrange a one or two day training workshop so that other SBMs could learn their roles and responsibilities.

Among the five parent SBMs who had not received school board training was Jinny at School Four, who stated that:

*No, since I was elected as a school board member at this school I have not received any training, except getting a copy of the Education Act, Act 16 of 2001 and not the whole document of the Education Act 2001 but just the part that concerns the school board. The full document, I just downloaded it last week. They was no training, they was no*

*workshop at the school where we could talk regarding the roles and responsibilities of SBMs.*

---

Similarly, Grace, a parent SBM at School One, concurred with Jinny at School Four to affirm that:

*We didn't receive any school board training. We just know our roles and responsibilities through a booklet titled 'the work of the school board: A booklet for school boards in Namibia'. We read and share this booklet to know what we are supposed to do on the school board. This booklet is the one which is helping us, but we have not undergone any school board training".*

---

Despite their different responses to the question whether they had received school board training or not, the ten parent SBMs were all interviewed by the researcher to explore their perceptions of principals regarding their working relationships in the Zambezi region of Namibia.

This section presented the findings regarding the profiles of parent SBMs. It was evident from the findings that some parent SBMs had not received training to prepare them for their roles and responsibilities. It appears that new SBMs were affected by the lack of training. These parent SBMs had copies of the Education Act, Act 16 of 2001 outlining their roles and responsibilities as SBMs. Though they did not have the whole document of the Education Act, Act 16 of 2001, they had a copy of Part V of the Education Act, Act 16 of 2001 that describes the roles and responsibilities of the school board. Some parent SBMs had a booklet titled "The work of the school board: A booklet for school boards in Namibia". This booklet was shared among SBMs to empower themselves regarding their roles and responsibilities. The parent SBMs who were trained were those who had served on the school board for a long time and those who had

positions, such as chairperson, secretary and treasurer. Ordinary parent SBMs did not seem not have received school board training.

**Table 5.3 Profiles of teacher SBMs**

Teacher SBMs	School One	School Two	School Three	School Four	School Five	School Six
Age	Maggy: 55	Rose: 47	Ben: 27	Linus: 57	James: 48	Nina: 56
		Ann: 42		Fidel: 49		Kenny: 29
Gender	Maggy: Female	Rose: Female	Ben: Male	Linus: Male	James: Male	Nina: Female
		Ann: Female		Fidel: Male		Kenny: Male
Highest qualification	Maggy: DIE	Rose: BEd	Ben: DIE	Linus: BEd	James: G.12	Nina: MEd
		Ann: DIE		Fidel: BEd		Kenny: BEd
School location	Rural	Urban	Rural	Urban	Rural	Urban
Number of learners enrolled	449	1420	581	970	659	710
School board training attended	Maggy: No	Rose: No	Ben: No	Linus: No	James: No	Nina: No
		Ann: No		Fidel: No		Kenny: No
Number of years in school board	Maggy: 1 yr.	Rose: 2 yrs.	Ben: 6 yrs.	Linus: 2 yrs.	James: 1 yr.	Nina: 2 yrs
		Ann: 3 yrs.		Fidel: 2 yrs.		Kenny: 2 yrs.

The data presented in Table 5.3 show that the researcher had conducted focus group discussions with nine teacher SBMs from six schools in the Zambezi region. Their ages ranged from twenty to sixty years. Among the nine teacher SBMs with whom the researcher conducted focus group discussions, two were serving as secretaries of their respective school boards. They were Ann from School Two and James from School Five. Four teacher SBMs were female and five male. Their years of experience as members of the school board varied from two to six years. Eight of the teacher SBMs with whom the researcher conducted focus group discussions had Diplomas in

Education and/or Bachelor of Education degrees and one had a Master of Education degree. Only James from School Five had a Grade 12 certificate.

The data presented in Table 5.3 reveal that the nine teacher SBMs had not received school board training. This was evident from their responses:

*So far for the past six year that I have been a member of the school board, I have not undergone any school board training. No training that was given to me. After I was elected to be a member of the school board, I was given some handouts, which indicate the roles of SBMs. These handouts are the one, which I read through to know the roles of the SBMs. It was just copies of the roles of the SBMs that I read. That is where I got the knowledge and experience of what a school board member is supposed to do (Ben, the longest serving teacher SBM from School Three).*

---

*I think that is a weakness. School board training was not given to us. We were given handouts outlining the roles and responsibilities of SBMs by the principal. We never received any proper training whereby we could have received some responsibilities in detail (Rose, an HOD at School Two and an ordinary member of the school board).*

---

The researcher conducted focus group discussions with nine teacher SBMs to explore their perceptions of principals regarding their working relationship in the Zambezi region of Namibia.

The above section presented the findings regarding the profiles of teacher SBMs. It was established that not all teacher SBMs who participated in the study had received school board training. Teacher SBMs had copies of the Education Act, Act 16 of 2001 of Namibia which describes their roles and responsibilities. Though they did not have the whole of the Education Act, Act 16 of 2001, they had a copy of part V of the Education Act, Act 16 of 2001 of Namibia, which outlines the roles and responsibilities of the school board. It seems that they gained the knowledge and experience of what a school board member were supposed to do by reading the document.



**Table 5.4 Profiles of LRCs serving on the school board**

LRCs serving on the school board	School Four		School Five	
	Matengu	Shozi	Mateu	Thandi
Age	15	15	17	17
Gender	Male	Female	Male	Female
Grade	10	10	12	12
School location	Urban	Urban	Rural	Rural
Number of learners enrolled	970	970	659	659
School board training attended	No	No	No	No
Number of years in school board	2 years	2 years	2 years	2 years
Position in the LRC	Head boy	Head girl	President of LRCs	LRC for culture

The data presented in Table 5.4 show that the researcher had conducted focus group discussions with four LRCs serving on the school boards of School Four and School Five in the Zambezi region. Their ages ranged from fifteen to seventeen years. Two LRCs serving on the school board were girls and two boys. Matengu and Shozi at School Four were head boy and head girl respectively. Mateu was president of the LRCs and Thandi was LRC for culture at School Five. All LRCs serving on the school board had two years' experience as SBMs. The data presented in Table 5.4 reveal that not all four LRCs serving on the school board had received school board training. This can be seen from the response of Matengu, head boy at School Four who was quick to point out that:

*No, we never received any school board training.*

---

Thandi who stressed that, acknowledged Matengu's response:

*No Sir, we haven't received any training to prepare us as SBMs and even as LRCs.*

---

This section presented the findings regarding the profiles of LRCs in the SBMs. It was established that in two years none of the LRC participants who were SBMs had received training to prepare them as SBMs and as LRCs.

### **5.2.1 SUMMARY OF THE PROFILES OF PRINCIPALS AND SBMs**

It emerged from the findings that the majority of principals and SBMs did not seem to have received school board training. They learned their roles and responsibilities through reading the copy of Part V of the Education Act, Act 16 of 2001 and a booklet titled “The work of the school board: A booklet for school boards in Namibia”. This confirms what Bayat, Louw and Rena (2014:354) stress that some members of the school governing bodies are not working properly because they do not have the necessary skills and they are not sure of their roles and responsibilities. They emphasize that this situation mostly happens in poorer communities, where people have few resources and many cannot read and write.

Furthermore, this situation was made worse by the fact that some of the schools did not receive enough money, support and training from the government. Principals and SBMs who had received training indicated that it was not adequate to equip them with the necessary skills and knowledge for their roles and responsibilities. This might be the case because the training comprised only two to three hours. It seems that too much content on their roles and responsibilities was covered in these limited hours, making the training insufficient.

### **5.3 ROLES AND RESPONSIBILITIES OF PRINCIPALS AND SBMs**

In this section, the researcher presents the findings derived from the comments of principals and SBMs regarding their roles and responsibilities.

#### **5.3.1 ROLES AND RESPONSIBILITIES AS PRINCIPAL AND EX-OFFICIO MEMBER OF THE SCHOOL BOARD**

Participating principals were asked to describe their roles and responsibilities as principals and ex-officio members of the school board. Their responses indicate clearly that they understood their roles and responsibilities. Below is the theme and findings that emerged from their responses.

##### ***5.3.1.1 THEME 1: UNDERSTANDING OF AND ADHERENCE TO POLICY***

This section presents the findings regarding principals' roles and responsibilities that are associated with understanding of and adherence to policies:

- **Category 1: Implementation of day-to-day school activities**

Participating principals' comments, as they responded to this question, concurred with one another. John, principal of School One stated that:

*First of all, I am an overall implementer of the day-to-day activities at the school. I see to it that teaching and learning is taking place. Apart from that the implementation of the curriculum, which is mainly teaching and learning, I make sure that I maintain discipline at the school for both learners and teachers.*

---

Samuel, principal of School Five affirmed that his work as a principal entailed the supervision of teachers and controlling their work. He said that he checked the work which teachers gave to

learners. He revealed that he was not only an office principal but that he taught as well. Peter, principal of School Four emphasized that his role was to ensure that the curriculum was taught properly at the school. He pointed out that it was his responsibility also to ensure that every staff member had the proper resources at the school. He, furthermore, said that it was his role to ensure that learners received proper, as well as quality, education and that parents were satisfied with the education that their children were receiving at the school.

- **Category 2: Advisor of SBMs**

All participating principals interviewed stated that their role was to advise the school board. This was evident from the response of Peter, principal of School Four when he described his roles and responsibilities:

*During school board meeting that is where I advise the SBMs on certain issues with regard to the smooth running of the school. You may realize that most of the SBMs are not from the field of education. So they don't have much knowledge of what is happening in schools. According to the Education Act, Act 16 of 2001, now that is where I normally base my advices in explaining to them their responsibilities as SBMs. For examples, one of the roles of the school board is to come up with a school vision and mission. This is where I come in for advices. When it comes to disciplinary measures taken against learners or staff members, I advise the school board on these issues. I should not take sides but just to advise that if we have this case, the Education Act, Act 16 of 2001 says this; maybe we also involve the PSSR, and I tell them that this case can be implemented this way. So, now it is up to the school board to take a decision. In actual fact they make recommendations. What happens is that this SBMs, remember it comprises of the teachers, learners and the parents, so the recommendations that the school board come up with should be mainly made by the parents who are serving on the school board. The majority of the SBMs are from parents, in this way, decision taken by the school board can be seen to be fair.*

---

John, principal of School One, stressed that:

*My other role is to maintain the infrastructures and also to advise the school board to see to it that if we need new infrastructure we have to apply through the Regional Director's office, through to the Permanent Secretary. I am also accountable for the school finance and also to link the school to the outside world. In this case the parents, the circuit office,*

*the regional office and main stakeholders who have interest in the school. I also serve as an adviser to the school board and to the community which I serve.*

---

Mark, principal of School Three, emphasized his role and responsibility as:

*When it comes to being a member of the school board, I play an advisory role. I always make sure that our SBMs are clear when it comes to policies, the Education Act, Act 16 of 2001, the Public Service Act and the work of the school board. These documents are written in English. It is my task to ensure that all that is contained in these documents are well explained to SBMs. I have to make sure that the school board follows all that is articulated in these policies and the Acts of the government. So, as a member of the school board, I have to manage resources.*

---

Samuel, principal of School Five, explained some aspects regarding the way that he advised the school board:

*As an ex-officio member of the school board, since I am the one on the ground, I know what is required and what is happening around the school. I normally advise the school board as to what we need, what is going on around the school and advise them of what their input could be so that the school is driven forward. I help with the preparations of the agenda for school board meetings together with the school board chairperson but I do not chair the school board meetings but the chairperson is the one who chairs them. Nevertheless, I contribute as much as possible in school board meetings because I am better informed regarding school activities, school occurrences than the other SBMs are. They are some SBMs who do not understand what their membership to the board entails or what they are expected to do. Those are the challenges that as a principal you may encounter as you go on explaining to other SBMs what their roles are and what they should do. Though sometimes we are challenged by the fact that other SBMs are just coming on the school board for the first time; they have no experience as SBMs.*

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- **Category 3: Managing school finance**

Mark, principal of School Three, stated that his role and responsibility included the management of school resources. He was referring to resources, such as the school development fund or the finances that the schools received from the government, namely the universal primary education grant (UPE). In Namibia, this fund is not only given to primary schools. The fund, according to

Mark, was also given to combined and secondary schools, where it was called the universal secondary education grant (USE). He affirmed that, before these funds were utilized, he invited SBMs to inform them that they had received money. Mark emphasized that:

*We sit together with the school board; we make the budget for the school. As a principal, I have to make sure that we strictly follow what is budgeted so that we do not run short of funds. I make sure that all that we need to have for us to get good results, we have them.*

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- **Category 4: Ensuring that extra-curricular activities took place at the school**

One of the roles and responsibilities of principals as ex-officio members of the school board was pointed out by Luke, principal of School Six during the interview. He stated that his role and responsibility were to ensure that the extra-curricular activities, such as sports, culture and the HIV and AIDS programmes, were running at the school. Luke, furthermore, stated that, in order to ensure that learners were developed in their totality, they should be engaged in extra-curricular activities and not just concentrate on teaching and learning. He stressed that learners should do extra-curricular activities so that, at the end of the day when they leave formal school, they would be fully developed.

- **Category 5: Ensuring that the school achieved its goals and objectives**

All participating principals interviewed in this study acknowledged that their roles and responsibilities as principals and ex-officio members of the school board were very broad and immense. This is supported by Mark's response, principal of School Three, who affirmed that:

*Responsibilities of a principal are immense. The principal is they to ensure that the entire school is running in the right direction. The right direction means that the school has its own set goals and objectives where the principal is the driver of a team to achieve these goals and objectives. Therefore, you have to make sure that you plan and organize activities for the teachers. As a principal, I have to control, motivate and supervise teachers so that the school gets the desired results. The desired results is not only achieving good results in those Grades writing external examinations but to ensure that*

*even the communities are satisfied with the achievements of their learners in all different Grades. At the same time, I supervise the resources that help the school to achieve our objectives. If these resources are not supervised properly we might run out of them and we will have a problem to achieve our goals and objectives as a school.*

---

- **Category 6: Implementation of policies**

Luke, principal of School Six, during the interview asserted that his roles and responsibilities as a principal and as an ex-officio member of the school board were very broad. He indicated that one of his roles and responsibilities was to ensure that the school functioned properly. He stated that this could only happen when ensuring that the ministerial, regional and school policies were implemented. Another responsibility that he pointed out was to ensure that the curriculum as the core business of the school was implemented. He said that it was his responsibility to ensure that teachers were teaching and that learning was taking place.

This section presented the findings regarding the roles and responsibilities of a principal as ex-officio member of the school board. It was established from the findings that their roles and responsibilities were immense. They had to ensure that the curriculum and day-to-day activities of the school were implemented. This is in line with the roles and responsibilities of the principal as outlined by the Ministry of Education, Arts and Culture (2016:23) which stresses that the work of the principal involves overseeing the day-to-day administration and supervision of all the aspects of the school. It, furthermore, states that the principal has to implement the school curriculum and ministerial policies. It was revealed that principals maintained discipline at the school for both teachers and learners. It was also their responsibility to ensure that the infrastructure was maintained.

It was revealed that principals were accountable for all finances of the school, including the UPE and USE funds/grants, money given to all government schools for the implementation of free education in Namibia. They assisted with the preparation of the agenda for school board meetings together with the school board chairperson but they did not chair school board meetings. Principals ensured that the extra-curricular activities, such as sports, culture and the Human Immuno-deficiency Virus and Acquired Immune Deficiency Syndrome (HIV/AIDS) programmes were running at the school. They ensured that the school was governed in the proper way to achieve its goals and objectives.

### **5.3.2 ROLES AND RESPONSIBILITIES OF PARENT SBMs**

Parent SBMs were asked a similar question during the interviews, namely to describe their roles and responsibilities as parent SBMs. Their responses and descriptions of their roles and responsibilities as parent SBMs demonstrated that they understood some of their roles and responsibilities. The theme and findings that emerged from their responses follow below.

#### ***5.3.2.1 THEME 1: UNDERSTANDING OF AND ADHERENCE TO POLICY***

This section presents the findings regarding the roles and responsibilities of parent SBMs that are associated with understanding of and adherence to policies are as below.

- **Category 1: Recommending the appointment, transfer and promotion of teachers**

Most of the parent SBMs indicated that one of their roles and responsibilities was to recommend the appointment of staff members at the school. This was evident from the response of two parent SBMs at School One, Francis and Grace, who both responded as follows:



*Recommend the appointment of teachers and staff members at the school.*

---

The two parent SBMs were supported by Lucious, at School Five who emphasized that:

*Our primary role is to recommend the appointment of teachers at the school. After our recommendation the Ministry of Education is the one to appoint the teachers.*

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- **Category 2: Maintaining the school infrastructure**

The data presented in Table 5.2 reveal that Jinny, parent SBM at School Four had a Bachelor of Education (Honours) degree. During the interview, Jinny seemed to have a better understanding of the roles and responsibilities of SBMs. This was revealed by his response when he said that their role and responsibility as parent SBMs were to maintain the school infrastructure. He said that it was their responsibility as parent SBMs to ensure that they initiated projects that could enhance, improve and develop the school. He mentioned that one of the school projects that could be initiated by parent SBMs was the school boundary fence or other facilities, such as more classrooms, that could be requested from the services provider, which in this case was the government of the Republic of Namibia. Collins, parent SBM at School One, stated that:

*It is our responsibility to see to it that the school wall fence is built and completed.*

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He mentioned this role because at their school they were in the process of constructing a walled fence around the school. Still on the role and responsibility of maintaining the school infrastructure that was mentioned by Jinny at School Four, Ricky, parent SBM at School Three, narrated how this responsibility was being carried out at their school. He affirmed that:

*My current role is to see to it that teachers' houses at the school are built and maintained. I help those teachers who are from very far who come to teach here and are without accommodation. I do not do this task alone. I have to come to the school board where we sit down and discuss how we can go regarding helping teachers without accommodation. We normally build thatched house for teachers at our school. Previously we used to call*

*parents here at school and they could build houses for teachers using what we called as “food for work project”, meaning parents who were involved in building houses for teachers were given food after they are done with their work. Nowadays parents are working free. It is very difficult to have teachers’ houses completed. We have to work hard with the principal and other SBMs to get teachers’ houses completed by buying poles and grass. We normally call parents to tell them that if our school does not have accommodation for teachers, we cannot have teachers who will be willing to work at our school. So, sometimes parents are normally cooperative, so after talking to them, we go in the forest and chop poles to use for building teachers houses.*

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Among the parent SBMs interviewed, Lucious at School Five emphasized that their role and responsibility as parent SBMs were to look at the development of the school. He asserted that:

*If there is need for a new building at the school and to look at the renovations of the school infrastructures.*

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Similarly, Jack at School Four, stressed that as parent SBMs they had to ensure that the general appearance of the school was good by maintaining the school’s infrastructure. He said that they ensured that chairs and tables for learners were available at the school. Francis, a parent SBM at School One, demonstrated during the interview his knowledge regarding his role as a school board member when he pointed out that it was his responsibility to liaise with parents and transmit information to them regarding the school.

- **Category 3: Managing school finance**

As the researcher mentioned earlier, Jinny seemed to have a better understanding of the roles and responsibilities as a parent SBM. During the interview, he pointed out that, as SBMs, they were tasked with the responsibility of looking at the school budget. He said that the school normally received money from the government for running costs, particularly for accessories needed at the school. Before the money received was utilized, the budget had to be presented to the school

board for approval by presenting it at the parents' meeting. Jimmy, at School Three, who said that his role as the treasurer on the school board was to look after the school's money, acknowledged this. He asserted that for everything that was purchased at the school:

*We have to come together as signatories of the school account, sign the cheque and buy anything that the school wants. The signatories to the school account are three, the principal, the school board chairperson and I.*

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- **Category 4: Developing the school development plan, vision, mission and policies of the school**

Jinny, parent SBM at School Four, pointed out that as parent SBMs they were responsible for developing the vision and mission statement of the school. He stated that when he became a school board member, the vision and the mission of the school had already been developed.

- **Category 5: Maintaining discipline at the school**

Another responsibility of SBMs, as stated by Collins at School Two, was to maintain discipline at the school. He said that, as parent SBMs, they saw to it that learners did not fight at school. He continued that learners who fought at the school were being disciplined or sometimes just advised not to fight at school. He stressed that:

*We tell them that when you fight we suspend you from school.*

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- **Category 6: Ensuring that teaching took place**

Jinny, a parent SBM at School Four, stated that SBMs ensured that teaching, which was the core business at the school was taking place, as well as that there were teachers for all subjects and that they did actually teach. Francis at School One also mentioned this role during the interview, namely that they make sure that:

*Teachers who are employed at our school are performing their duties properly.*

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In spite of this, Jinny, parent SBM at School Four, stated that their role and responsibility were to look at the plight of teachers and learners. Jinny responded as follows:

*What problems are teachers and learners facing that affect their teaching and learning which are within the boundaries of the school board. There are so many issues that can be assigned to the school board given the Education Act, Act 16 of 2001, as much as the Inspector of Education feels that this role must be done by the school board.*

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- **Category 7: Involvement in extra-curricular activities**

Some parent SBMs affirmed that they were involved in sports and cultural activities at the school. This was evident from the response of Ricky and Jimmy, at School Three, during the interviews. Ricky pointed out that he was elected on the school board to be responsible for sports. He affirmed that:

*Sometimes we normally have sport activities with other schools. In this case I do not work alone, but there are teachers whom I work together with. If we receive a letter of sport challenge from one school, we sit together with other SBMs and explain to them that we have received this letter from this school. So if the school is not busy, they say that you can go ahead and play sport with that school.*

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In the same vein, Lucious, a parent SBM at School Five, also said that he was involved in the sports activities of the school. Jimmy stated that they normally had cultural activities at their school. He said that they as SBMs were always involved in these activities in order to help the teachers.

- **Category 8: Encourage principals, teachers and learners to do their work**

Nick and Florine, parent SBMs at School Six, did not have much to say about the roles and responsibilities of SBMs. However, they seemed to have an understanding of their roles and responsibilities as parent SBMs. This was demonstrated in the response of Florine in an

interview when she noted that, as a parent SBM, she talked to the principal, teachers and learners to encourage them to do their work. She stated that:

*I encourage learners to do their work if their teachers give them homework or tests because learners sometimes do not do their work at school.*

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- **Category 9: Taking care of the orchard and garden**

Although most of the parent SBMs seemed to have an understanding of their roles and responsibilities, others did not seem to know much about them. Collins, at School One, during the interview pointed out that one of his roles and responsibilities was to see to it that the orchard and the garden of the school were well maintained. He said that, when the vegetables and fruit, were ripe, they normally sold them and deposited the money into the school's account. However, these roles and responsibility could be attached to the Agricultural Science teachers, school caretaker and the school management as well.

This section presented the findings regarding the roles and responsibilities of parent SBMs. It was learnt that some parent SBMs knew their roles and responsibilities. Some parent SBMs were involved in recommending the appointment of staff members at their respective schools. They were also involved with the development of the school's infrastructure. Parent SBMs initiated projects that could enhance, improve and develop their schools. It was revealed in this section that parent SBMs were involved in the approval of the universal primary education funds (UPE) and universal secondary funds (USE) before these were utilized by the school. This money was given to all government schools for the implementation of free education in Namibia. They were involved in the budgeting process of their respective schools.

They were, furthermore, responsible for drafting the vision and mission statement of the school. This is in line with the roles and responsibilities of SBMs as stated by the Ministry of Education, Arts and Culture (2001:15-16; 2016:5-13) in Namibia. They were also responsible to maintain discipline at the school. Parent SBMs were also involved in extra-mural activities, such as sports and cultural activities. In contrast to their roles and responsibilities, it appears that parent SBMs were involved in ensuring that teaching, the core business at the school, was taking place. They saw to it that the orchard and the garden at the school were well maintained. Mncube and Mafora (2013:21) argue that there is some uncertainty regarding the roles, as the legislated functions do not provide a clear distinction between those of the principal and SBMs. There were some overlapping between certain roles where some SBMs tended to insist on being involved in the professional management of the school.

From the interviews held with parent SBMs it is evident that they were not implementing their roles and responsibilities as stipulated in the Education Act, Act 16 of 2001 and a booklet titled “The work of the school board: A booklet for school boards in Namibia” fully. Some seemed to be illiterate, making it difficult for them to read and understand the two policy documents.

### **5.3.3 ROLES AND RESPONSIBILITIES AS A TEACHER SBMs**

Teachers who participated in this study were asked a similar question as parents during the focus group discussions, namely to describe their roles and responsibilities as teacher SBMs. Their responses and descriptions regarding their roles and responsibilities as teacher SBMs indicated that they understood these. The theme and findings that emerged from their responses follow below.

### **5.3.3.1 THEME 1: UNDERSTANDING OF AND ADHERENCE TO POLICY**

This section presents the findings regarding the roles and responsibilities of teacher SBMs that are associated with understanding of and adherence to policies.

- **Category 1: Recommending the appointment, transfer and promotion of teachers**

Most of the teacher SBMs, just like parent SBMs, indicated that one of their roles and responsibilities was to recommend the appointment of teachers and staff members at the school. This was evident from the response of Rose, a teacher SBM and a Head of Department at School Two, during the focus group discussions. She stated that, as teacher SBMs they were involved in recommending the appointment of teachers and staff members at their school. Fidel and Linus, teachers SBMs at School Four, emphasized that they were involved in recommending the appointment of teachers and staff members when there was a vacant position at their school.

Ben, teacher SBM at School Three and the longest serving teacher SBM, revealed that they were involved with the transfer of teachers and staff members at their school. He stressed that:

*If a teacher wants to transfer from/to our school, it is the responsibility of the SBMs to decide whether to release/accept the transfer of that teacher or staff member or not.*

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- **Category 2: Taking minutes of school board meeting**

James, a teacher SBM and a secretary of the school board at School Five, pointed out during the focus group discussions that his role and responsibility were to ensure that whenever there was a school board meeting, the information was distributed to all SBMs. In the same vein, he was the one who distributed information at School Two to parents regarding parents' meetings by means of the radio or by writing letters to parents and giving these to learners to give their parents. He took minutes for all school board and parent meetings, as well as ensured that these minutes were

done immediately after these meetings. Ann, a teacher SBM and a secretary of the school board at School Two, concurred with James and emphasized that:

*My role as a secretary is to take minutes and make sure that all the school board meetings are taking place in the principal's office. My other role is inviting all the SBMs to be on the school board meeting and then liaise with the principal on the refreshments of the SBMs.*

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- **Category 3: Representing other teachers on the school board**

One of the roles emphasized by teacher SBMs during the focus group discussions was that of representing other teachers in decision making and listening to their grievances. For example, Kenny, a teacher SBM at School Six, stated that:

*I represent other teachers on the school board.*

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In addition, Rose, a teacher SBM at School Two, stressed:

*We represent teachers in decision making on the school board.*

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Ann also emphasized:

*As my colleague has already indicated, represent teachers. We are the ones who decide on behalf of teachers on the development of the school on the school board.*

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Apart from representing teachers on the school board, James, a teacher SBM and secretary of the school board at School Five, emphasized during the focus group discussions that he listened to grievances from teachers. Other teachers normally approached him individually to discuss their problems, or sometimes teachers called meetings at the school to talk about issues that were affecting them. When there were school board meetings, he presented issues which teachers had



raised individually or during teachers' meetings. James cited an example of some issues that teachers normally raised as concerns regarding the activities that were taking place at the school:

*At our school there are decisions which are sometimes taken without consulting the teachers and teachers normally feel that they are left out in this regard.*

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- **Category 4: Developing the school infrastructure**

Linus, a teacher SBM at School Four, affirmed during the focus group discussions, that as SBMs, it was their duty to strive for, and ensure, the development of the school. Ben, a teacher SBM at School Three, stated that:

*We make sure that the programmes of the school are implemented and the development of the school is in place.*

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He cited an example that:

*If there is a shortage of classrooms at our school, we sit together with management and write letters to the relevant ministries to ask for extra blocks of classrooms.*

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Ann added that:

*On the development of the school, our school was without a wall fence. So as a school board we sat and decided on what we are going to do to make sure that our school should have a wall fence.*

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She, furthermore, said that their school was situated next to an informal settlement where people from the settlement normally passed through the school premises. She mentioned that, as people passed through the premises, some stole the school property. To protect the school property, they took a decision at a school board meeting to build a walled fence around the school. Rose, a teacher SBM and an HOD at School Two, stressed that:

*I just wanted to say something on finance. As a school board, we are the ones who normally sit and draw the school budget. We normally allocate our school finances to different categories such as maintenance and projects. For the school wall fence that Ann talked regarding, 10 percent of the budget is normally allocated to it. In addition to that, we normally ask parents to do some contributions since the school budget is not enough to cater for the wall fence construction. So we have decided as a school board to ask some financial contributions from parents. We still have an intention to ask from the business people and other institutions to help us in this regard.*

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- **Category 5: Organizing educational resources**

Ben, a teacher SBM at School Three, indicated that it was their role and responsibility to ensure that:

*If there is shortage of exercise books and textbooks at the school, we sit down and order them.*

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He added that:

*As you know the current situation in Namibia, we have a lot of orphans and vulnerable children. It is the responsibility of the SBMs to write letters to remind the authorities whenever the school feeding programme maize meal has run out. As SBMs we make sure that the school has enough maize meal that is delivered at our school.*

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- **Category 6: Drafting school rules**

The school board, according to Nina, a teacher SBM at School Six, was tasked with the responsibility to make some changes to the school rules. Similarly, Linus affirmed that it was the responsibility of the school board to look at the school's code of conduct for learners.

This section presented the findings regarding the roles and responsibilities of teacher SBMs. It was revealed that most of the teachers SBMs were involved in the process of recommending the appointment and transfer of teachers and staff members at the school. It was established that

some teacher participants served as secretaries of their respective school boards. They were responsible for the distribution of information by means of the radio or by writing letters regarding parents' meetings at the school to parents, giving these to learners to give to their parents. They also took minutes of school board meetings. It was, furthermore, established that teacher SBMs represented other teachers in decision making and listened to their grievances. They were responsible for budgeting and allocating the finances received by the school, as well as striving and ensuring that the school development took place. It was also revealed that teacher SBMs were responsible for the implementation of the school feeding programme by ensuring that enough maize meal was being delivered at their schools. They were responsible for the implementation of the school code of conduct for learners. Teacher SBMs seemed to have a better understanding of their roles and responsibilities. Like principals, they were educated. They could read and understand the Education Act, Act 16 of 2001 and a booklet titled "The work of the school board: A booklet for school boards in Namibia".

#### **5.3.4 ROLES AND RESPONSIBILITIES AS LRCs SERVING ON THE SCHOOL BOARD**

Participants were asked, similarly to teachers during the focus group discussions, to describe their roles and responsibilities as LRCs serving on the school board. Their responses and descriptions indicate that they understood some of their roles and responsibilities. The themes and their responses are presented in the subsequent subsections.

#### **5.3.4.1 THEME 1: UNDERSTANDING OF AND ADHERENCE TO POLICY**

This section presents the findings regarding the roles and responsibilities of LRCs serving on the school board that are associated with understanding of and adherence to policies.

- **Category 1: Presenting concerns for learners to the school board**

All LRCs serving on the school board, who participated in this study, emphasized during the focus group discussions that their roles and responsibilities on the school board were to present the concerns and problems that other learners had raised through them. This is evident from the response of Mateu, the LRC president at School Five, who stated that:

*My duties are to take all the concerns from other LRCs in their respective capacities and present them to the principal and during school board meeting. I also consult learners to find out what they need at the school. For example, if the LRC for information have given me suggestion that the learners wants to have a school newspaper, he will present the issue to me and we discuss the issue in the LRCs meeting to see the advantages and disadvantages of having such a newspaper at the school. After we have agreed that the idea is good and can go on at the school that is when I take the issue and present it to the principal and final it is presented to the school board. Then it is for the school board to approve our idea or to disapprove it.*

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In addition, Thandi, the LRC for culture at School Five, responded as follow:

*Like the LRC president said, I present learners' concerns on the school board. For example, the sewerage system at the hostel has not been functioning properly since 2017. Other issues we represent learners on are to report the broken chair and bed at the hotel, the toilets that have been locked for many months. These are thing that I take to the principal and to the school board on behalf of learners to be discussed by the SBMs.*

---

Shozi, the head girl at School Four, had attended only one school board meeting; she did not have the opportunity to express some of the learners' concerns. She pointed out that the problems that she received from other learners were that the toilets at the school were very dirty and stinking which could lead to diseases among learners. Another problem that she received, which

she wanted to present at the school board meeting, was that there were not enough computers for learners doing Computer Studies at their school. She, furthermore, stated that sometimes learners were not taught Computer Studies during computer classes because of this problem. She continued that their computer laboratory did not have curtains. Another problem that she wanted to present at the school board meeting was the issue of the lack of textbooks at the school. She said:

*You find that learners have to share a textbook which is making it difficult for the learners to do their homework.*

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- **Category 2: Involvement in extra-curricular activities**

Thandi said during the focus group discussions that, as an LRC for culture, her duties were to look at the different cultural activities that should take place at the school.

- **Category 3: Role models for other learners**

All LRCs serving on the school board who participated in this study emphasized during the focus group discussions that they served as role models for other learners at the school. They made sure that they studied hard to pass tests and examinations. They also said that they dressed properly so that younger learners at the school could emulate them. These findings are in line with the roles and responsibilities of LRCs as outlined by Mncube and Harber (2013:4) and Mncube and Naidoo (2014:486). They reiterate that the functions of LRCs are to submit issues to the school board for approval. This includes acting as representatives of fellow learners on the school board and assisting in maintaining order in the school in accordance with the approved school rules. In addition, they posit that LRCs should set a positive example of discipline, loyalty, respect, punctuality, academic thoroughness, morality, cooperation and active participation in school activities.

This section presented the findings regarding the roles and responsibilities of LRCs serving on the school board. LRCs took the concerns of other learners and presented them at school board meetings. However, it appears that LRCs were not given a chance to present their concerns during school board meetings. Two important roles became clear from what the LRCs serving on the school board mentioned: responsibility for extra mural activities that took place at the school and serving as role models for other learners. The LRC made sure that they studied hard to pass tests and examinations, as well as to dress properly, so that other learners at the school could emulate their example.

### **5.3.5 SUMMARY OF THE ROLES AND RESPONSIBILITIES OF PRINCIPALS AND SBMs**

This section presents the roles and responsibilities of principals and SBMs. Table 5.5 indicates the categories that emerged from their responses.

**Table 5.5 Categories regarding the roles and responsibilities of principals and SBMs**

<b>Categories</b>	<b>Principals</b>	<b>Parent SBMs</b>	<b>Teacher SBMs</b>	<b>LRCs on the SB</b>
1. Implementation of day to day school activities	√			
2. Advisor of SBMs	√			
3. Managing school finance	√	√		
4. Ensuring that extra-curricular activities took place at the school	√	√		√
5. Ensuring that the school achieved its goals and objectives	√			
6. Implementation of policies	√			
7. Recommending the appointment, transfer and promotion of teachers		√	√	
8. Maintaining the school infrastructure		√	√	

9. Developing the school development plan, vision, mission and policies of the school		√	√	
10. Maintaining discipline at the school		√		
11. Ensuring that teaching took place		√		
12. Encouraging principals, teachers and learners to do their work		√		
13. Taking care of the orchard and garden		√		
14. Taking school board meeting minutes			√	
15. Representing other teachers on the school board			√	
16. Organizing educational resources			√	
17. Presenting concerns of learners to the school board				√
18. Role models for other learners				√

One common theme that emerged from the responses of principals and SBMs as they were describing their roles and responsibilities was understanding of and adherence to policy.

It was revealed in the findings that principals and SBMs maintained discipline at the school. Principals, parents and teacher SBMs were involved in recommending the appointment of staff members at their respective schools. This finding concurs with the Ministry of Education, Arts and Culture (2001:15; 2016:8) which points out that it is the responsibility of the school board to see to it that recruitment, transfer and promotion of staff members are done openly, fairly and procedurally.

It was the responsibility of principals, parents and teacher SBMs to ensure that they maintained the infrastructure of the school. They were involved in the development of the school

infrastructure. They helped with the applications for new infrastructure from the Regional Director's office to the Permanent Secretary of the Ministry of Education.

It was revealed in the findings that principals, parents and teacher SBMs were accountable for all finances of the school, including UPE and USE funds. This is money given to all government schools for the implementation of free education in Namibia. They were involved in the budgeting process of their respective schools.

Principals, parent SBMs and LRCs serving on the school board, revealed that they ensured that the extra-curricular activities, such as sports, culture and the HIV/AIDS programmes, were running at the school. This was also in line with their roles and responsibilities. Libuku (2014:9) states that social welfare matters can be promoted at a school by the school board; these include programmes on HIV and AIDS, one of the leading causes of death in Namibia causing enormous challenges to the education sector.

The Ministry of Education, Arts and Culture (2001:15-16; 2016:5-13) in Namibia stipulates seven main responsibilities of a school board. However, it appears that both principals and SBMs did not seem to be execute their roles and responsibilities fully as mandated by the Education Act, Act 16 of 2001 of Namibia. For example, the study established that LRCs serving on the school board were not given a chance to present their concerns during school board meetings. This seems to be realistic because some combined and secondary schools did not have democratically elected LRCs serving on the school board.



## **5.4 FINDINGS FROM INTERVIEWS AND FOCUS GROUP DISCUSSIONS**

This section provides a detailed analysis of the data that were gathered from interviews and focus group discussions. The findings are guided by research questions as mentioned in Chapter 1 of the study and are discussed under common themes. These include understanding of and adherence to policies, working together, fear among SBMs, communication and trust between principals and SBMs.

### **5.4.1 FINDINGS FOR RESEARCH QUESTION 1: WHAT ARE THE PERCEPTIONS OF PRINCIPALS AND SBMs REGARDING THEIR WORKING RELATIONSHIPS IN THE ZAMBEZI REGION?**

#### ***5.4.1.1 THEME 1: WORKING TOGETHER***

The findings regarding the perceptions of principals and SBMs regarding their working relationships in the Zambezi region that are associated with working together are as follows.

#### **I) Perceptions of principals regarding parent SBMs**

In this section, the researcher presents the findings derived from the comments of principals regarding their perceptions of parent SBMs. Next are the categories and findings that emerged from their responses.

- Category 1: Collegial working relationship

Participating principals interviewed described their working relationship with parent SBMs as generally positive. They stated that parent SBMs were important stakeholders in the education of the learners. They noted, furthermore, that parent SBMs played an important role in the

discipline of learners at the school. All principals concurred that parent SBMs were actively involved in a wide range of activities at the school. They particularly pointed out their involvement in attending school board meetings. This is evident from the response of Peter, principal of School Four, during the interview:

*My working relationship with parent SBMs is very fine. When we meet during school board meetings, they air their views and raise their concerns. We totally cooperate with each other during the school board meetings.*

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In addition, Mark, principal of School Three, stressed that:

*The parent SBMs, once they are called to attend school board meetings, whatever issue we discuss we normally reach consensus. To me all I can say is that I have a very good working relationship with the parent SBMs.*

---

In the same vein, Luke, principal of School Six, affirmed that:

*So far I have not experienced any challenge with the parent SBMs, they are always positive. They are always there when we invite them for school board meetings or for whatever issue that we need from them. We are working together in a positive way. So my working relationship with them is good.*

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Although Samuel, principal of School Five, perceived his working relationship with parent SBMs as collegial and good, he stated that the problem arose when parent SBMs could not agree amongst themselves on a particular issue. He asserted that, as principal and ex-officio member of the school board, he would like parents SBMs to suggest some solutions to issues discussed. It was always difficult for them to come up with concrete solutions to school board issues. He stressed that the problem was among parent SBMs and not between them and the principal.

John, principal of School One, also described his working relationship with parent SBMs as positive. He pointed out that the school board met three times a year, if there were no other immediate problems that necessitated them to convene before the end of the term. However, he normally faced a problem with some parent SBMs who did not attend school board meetings. He said that, in most cases, parent SBMs gave excuses such as:

*I am very far; I am not in the Zambezi region.” He stressed that ‘especially if the parent SBMs are still young’. When they are elected, they like to be SBMs. After some few months at home, they will opt to go and look for greener pasture. It will be difficult to get hold of them. Therefore we prefer the older parent SBMs who are retired (laughing) because I know that they won’t go anywhere.*

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This section presents the findings regarding the perceptions of principals of parent SBMs. Participating principals perceived their working relationships with parent SBMs as collegial. Parent SBMs were perceived as important stakeholders in the education of the learners. They played an important role in the discipline of learners at the school. Data analysed revealed that participating principals did not have problems with parent SBMs. However, the problem seemed to be amongst parent SBMs to find solutions to school board issues.

Some parents SBMs did not attend school board meetings. This finding is in contrast with the characteristics of an effective school board, which advocates that building an effective team requires regular attendance to meetings and energetic commitment from all SBMs (The GM South Africa Foundation, 2012:9).

## II) Perceptions of principals regarding teacher SBMs

In this section, the researcher presents the findings derived from the comments of principals regarding their perceptions of teacher SBMs. Below are the categories and findings that emerged from their responses.

- **Category 1: Collegial working relationship**

Most of the principals interviewed described their working relationship with teacher SBMs as collegial. This is in agreement with Bayat, Louw and Rena (2014:360) who describe the working relationship between the principal and teachers as being good or excellent. Just as they observed their working relationships with parent SBMs, they stated that teacher SBMs were important stakeholders in the education of the learners. They asserted that, unlike some parent SBMs, teacher SBMs always attended school board meetings. This was evident from the response of Mark, principal of School Three, who stated that:

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*I have very good teachers who are serving on the school board. They normally attend all our school board meetings without a problem. They do participate. If there is anything that they are not happy with at the school, they always raise such issues and we attend to them and then we move as a team.*

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Peter, principal of School Four, supported this:

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*Teacher SBMs always attend school board meetings. They air their views if they have a problem that concerns the school. Sometimes I meet teacher SBMs and discuss with them issues before we present them to other SBMs. So, the working relationship with teachers' SBMs is fine.*

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John, principal of School One, emphasized that it was mandatory for teacher SBMs to attend school board meetings because they were always at school and it was seen as part of their job description. He stressed that teacher SBMs understood their role on the school board.

They were the people experiencing problems with the learners. If they were given such platform to look for solutions, they were very eager to come in as SBMs and try to sort out issues. In spite of that, Samuel, principal of School Five, indicated that he had a good working relationship with the teacher SBMs. He stated that they would want to listen to the principal speaking during school board meetings, instead of them sharing the information with him.

Luke, principal of School Six, stated that there was one teacher SBM who did not seem to understand his role as a teacher representative on the school board. He said that:

*For him it was like he was elected on the school board to entirely oppose or defend teachers even if the teacher is wrong. As a SBM, representing teachers he just wanted to stand for the teachers in terms of covering their issues or misconducts, until I made it clear to him in the presence of all SBMs that as a school board we are all here for one purpose that is that of ensuring that the school functions properly. I told him that if there is a teacher who is having some shortcomings or whose work is not up-to-date it is the responsibility of the whole school board including the teacher representative on the school board to address such shortcomings. So the school board addressed that issue of the teacher representative on the school board and everyone condemned it.*

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Participating principals perceived their working relationships with teacher SBMs as mutual. They were viewed as important stakeholders in the education of the learners and they always attended school board meetings. It was learnt from the findings that some teacher SBMs did not participate in discussions during school board meetings. It was established from participating principals that some teacher SBMs seemed to be opposing decisions taken by other SBMs in meetings. Teacher SBMs seemed to defend fellow teachers who were accused of misconduct at school board meeting.

### **III) Perceptions of principals regarding LRC's serving on the school board**

In this section, the researcher presents the findings derived from the comments of principals regarding their perceptions of LRCs serving on the school board. Below are the categories and findings that emerged from their responses.

- **Category 1: Collegial working relationship**

All participating principals interviewed described their working relationships with LRCs serving on the school board as generally good. This can be seen from the response of Peter, principal of School Four, who affirmed that his working relationship with LRC's serving on the school board was good. He stated that he had told the LRC's serving on the school board that they were elected to represent the welfare of other learners and that the school board was the highest decision making body in the school. They should always present whatever issues were affecting them during school board meetings. He mentioned that he normally encouraged LRCs to conduct meetings with other learners, so that when the school board had their meetings, they could present issues that were raised by learners during their meetings. This was evident from his response during the interview:

*My working relationship with the LRCs on the school board is generally good. There is mutual respect, except that when you are a principal and you are dealing with learners even when you sit at the same table as collaborators on the school board meetings, they will still want to treat you as principal. They do not take away that role of being a principal so that they can contribute freely in school board discussions. They will always remember that we are learners and we are talking to the principal. That is one problem that we have, that learners do not feel very free to contribute on the school board discussions, they think that the discussions are for adult members of the school board. Otherwise, I have a good relationship with learners on the school board (alleged Samuel, principal of School Five).*

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Although Mark, principal of School Three, and Luke, principal of School Six, mentioned that they had a good working relationship with LRCs on the school board, it was surprising to learn that at their schools learners had not elected the LRC members. This implies that the two schools did not have LRC representatives on their respective school boards. The reason given by Mark, principal of School Three, namely that the Ministry of Education advised that schools offering Grade 0 to Grade 10 should not elect LRCs, did not seem valid. School Four had the same Grades as School Three where Mark was the principal but School Four had elected LRCs. Despite that, the two schools did not have LRCs representatives. Mark, principal of School Three, stated that:

*Normally I don't always have problems with LRCs. Our current SBMs that we have here were supposed to have a learner serving on the school board but because of their programmes, we normally exclude them. We only organize sessions whatever we discuss on the school board, we go out to the learners to explain to them. LRCs will always find it very difficult to be pulled out from classes to sit in school board meetings while they were supposed to be learning or while they were supposed to be on lunch. They normally advise that LRC's representatives on the school board should be elected in schools having Grade 11 and 12 (senior secondary schools) and not schools that are having Grades 0 up to 10. Regardless of this challenge, the working relationship is always positive when it comes to learners.*

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On the other hand, Luke, principal of School Six, stated that:

*Even though currently we do not have learners represented on the school board but in the coming days we are going to include learners on the school board. Those learners who were representing learners on the school board in the past before I came here, after they had left or completed their Grade 12 they were not replaced. We are working on that issue so that we can replace them. I do not think it will be a problem to include learners on the school board. It will just be a benefit on their side because they will be taking information or matters discussed on the school board to other learners whom they are representing.*

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This section presented the findings regarding the perceptions of principals about LRC's serving on the school board. It was revealed that participating principals perceived their working relationships with LRCs serving on the school board as good. They were perceived as important stakeholders who presented the concerns of other learners during school board meetings. The findings revealed that LRCs serving on the school board did not feel free to participate during school board discussions. LRCs serving on the school board were accused of not participating in discussions, thinking that such discussions were only for adult members on the school board. This concurs with the findings by Mncube and Harber (2013:10) who reiterate that learners tend to be shy and find it difficult to express themselves on issues because they feel that they might insult their elders who are members of the school board. It was, furthermore, established from participating principals that other combined and secondary schools did not have elected LRCs.

#### **IV) Perceptions of parent SBMs regarding principals**

In this section, the researcher presents the findings derived from the comments of parent SBMs regarding their perceptions of principals. Below are the themes and findings that emerged from their responses.

- **Category 1: Collegial working relationship**

Most of the parent SBMs interviewed described their working relationship with principals as mutual and their principals as approachable. When parent SBMs had any issue to discuss with the principal, they were always welcomed in his or her office. Collins, a parent SBM at School Two, stated that:

*We have a mutual relationship with the principal. We can approach him any time and tell him all that we need. For example, if the school needs reams of papers to print question*



*papers, money, uniforms, etc. the principal will inform us and these items are bought for the school.*

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Grace, a parent SBM at School One, said:

*Our working relationship with the principal is good.*

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In addition, Jimmy, a parent SBM at School Three, stressed that:

*We have a very good working relationship with the principal. We do not have anything that we can say badly regarding him. Our working relationship is good. Everything that is happening at the school he informs us. Even issues of learners' discipline, he will call the parent SBMs to finding solutions to such issues. If there is a shortage of teachers at the school, he normally informs us that we have a shortage of teachers.*

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In support of above-mentioned statement, Francis, a parent SBM at School One, emphasized that:

*Our working relationship is good. Normally we are called at school telephonically by the principal if they are issues to be discussed. When we are at the school, the principal greets us, introduce us to people present in the meeting and inform us what we are called to do at the school. We don't have a problem with him.*

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In response to the same question during interviews, Jinny, a parent SBM at School Four, said:

*Ooh, yes! My working relationship with the principal is quite very open. Whenever he wants to see me as an ordinary parent SBM not even as a chairperson, he will call me and talk to me. Equally, in an event if I want something from him I will also phone him, talk to him or discuss with him, so we have a mutual working relationship. We speak to each other, we do not have anything bad with each other and we can talk on different matters. I made a preliminary investigation hence he was an accused in the case with the subordinate. I called him and asked him some questions. I was satisfied regarding on the issue. So even now, if I want to talk to him, I can talk to him. I have also raised to him any issue of a certain mathematics teacher who is not teaching. He is teaching partially, sometimes he teach, sometimes he does not. I have urged him that if the issue continues, it must be discussed and take a decision from our side as a school board. I know regarding*

*the working relationship with the principal, the parent SBMs has a good working relationship with the principal.*

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As the researcher stated earlier, most parent SBMs described their working relationships with their respective principals as mutual. This was evident from their responses during the interviews:

*According to me we have a good working relationship with the principal. Whatever happens at the school, the principal will inform us. For example, if there is an issue that needs SBMs to take a decision, the principal will call us to discuss the issue and finally we take a decision (Words of Nick, parent SBM at School Six).*

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*I will say that our working relationship with the principal is good. We have not yet had any problem. When we demand anything that is relevant to our roles, it is provided. Each time there is any issue at the school, we just pull in one direction. Each time there is a project we need to do, we pull together. Each time there is a staff appointment we need to recruit, we just pull together in one direction. As SBMs, we just make sure that procedures have been followed. We do not want things that are not done in a procedural manner. When we see that there was an omission on a certain issue during school board meeting, we will raise that issue in a very proper manner (Jack, parent SBM at School Four).*

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*We do not have any problem with the principal. He is good because anything that happens at the school he involve us. He call us, when I am sleeping I will just hear a cellphone ringing saying to come to school, we have to discuss things. At the end of our discussion you will find that we always move forward (Ricky, parent SBM at School Three).*

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Despite the fact that most of the parent SBMs described their working relationship with their respective principals as mutual, Lucious, a parent SBM at School Five, described it as not good. He cited a scenario pointing to not such a good working relationship. He stated that:

*Our working relationship with the principal here is not good. Some issues that we agree on the school board meeting, unless to come back again and remind him that is when such an issue can be processed. For example, we had interviews for two teaching posts in December 2017. Since those interviews were conducted, up to now those teachers are not yet appointed. The reason is that our recommendations were not forwarded to the Inspector of Education for his approval and recommendation. He just kept them in his office. I phoned him several times to follow up on this issue but he said that the recommendations for those two teaching posts were already with the Human Resources office at the Regional office but they were in his office. That is why I am saying, we are not in a good working relationship with him. He is very slow to process school board recommendations to the Inspector of Education's office.*

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This section presented the findings derived from comments regarding the perceptions of parent SBMs about principals. Parent SBMs described their working relationships with principals as mutual and principals as approachable. It was revealed by parent SBMs that they were informed of activities taking place at the school. In contrast, some parent SBMs revealed that their working relationship with the principals was not good. This was attributed to the fact that principals were slow in processing issues recommended by the school board.

#### **V) Perceptions of teacher SBMs regarding principals**

In this section, the researcher presents the findings derived during the focus group discussions from the comments of teacher SBMs regarding their perceptions of principals. Below are the categories and findings that emerged from their responses.

- **Category 1: Collegial working relationship**

Teacher SBMs were asked a similar question as parent SBMs participants. The findings from them revealed that most of the teacher SBMs described their working relationships with

principals as collegial. This was evident from the response of Maggy, a teacher SBM at School One, who said that:

*We have a good working relationship with our principal.*

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The reason for the good working relationship, according to Rose, a teacher SBM and an HOD at School Two, was that the principal at their school always communicated most of the issues that he received in his office. She said that there was nothing was going on behind their backs at school. They were always informed of all problems and decisions taken.

Ann, at the same school, supported the sentiments expressed by Rose during the focus group discussions:

*The principal is not hiding anything from us. Everything, which comes on his table, is given to us. We communicate with the principal.*

---

Ben, a teacher SBM at School Three, expressed the same views, namely that he had a good working relationship with the principal. He emphasized that he was aware of most of the programmes that ran at the school as he was a member of the school management. He said that, as a SBM, he qualified to be a member of the school management. Every Monday at 06:30, they met in the principal's office where they shared information.

As the researcher stated earlier, most participating teacher SBMs described their working relationships with their respective principals as collegial. This was evident from their responses during the focus group discussions:

*My working relationship with the principal is very good because I am always open to the principal. I do not have any problem with him since I was elected last year as a SBM. He always directs me of what to do and he always invites me in his office. He is always helping me to carry out my work as a school board secretary because sometimes when I am late in giving him the minutes for the school board meetings, he will always make some follow up to remind me that he need the minutes. I also always tell him the truth regarding issues that the school board and teachers are complaining at our school (James, teacher SBM at School Five).*

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*In my case, the working relationship with the principal is ok. I have not yet faced any problem with him. Yes, there are some issues here and there, but the working relationship is good (Nina, teacher SBM at School Six).*

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*Yes! The working relationship is fine. If there is any appointment of a staff member, as a SBM I have to sign the consent form and also when it comes to other issues. For example, if there is a problem at the school the principal usually tell me that there is a problem. We discussed many issues which I cannot reveal to you now (Fidel, teacher SBM and HOD at School Four).*

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In spite of the fact that most of the teacher SBMs stated that they had good working relationships with their principals, Linus, a teacher SBM, pointed out a few issues why he perceived his working relationship with the principal as not collegial. He was not aware of how the finances of the school were used and he was not involved in the budgeting process at the school. He also mentioned that the appointment of teachers and staff members was not transparent since he was just told to sign the recommendation forms. He said:

*You don't know where the principal and the applicant that you are signing for met and we also sometimes do not know the person that has been appointed as a teacher or staff member.*

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Kenny, teacher SBM at School Six, who stated that he was cautioned by the principal for defending teachers during the school board meetings, expressed similar sentiments during the focus group discussions:

*When we discuss issues pertaining teachers, I should have a word to defend teachers. I will give an example. There was a directive from the Regional Director's office of when teachers should complete their subject syllabus each year. Then I gave a suggestion that for other teachers the date and month, which was indicated in the directive, may not be practically possible because of lack of teaching and learning resources. Like as I speak now, I am teaching Grade 9 and it is a new syllabus, which was introduced in this year. I do not have even a single textbook to use. Today the month of February is ending but the Regional office wants to see good results from me. My HOD visited my class. He wanted me to be at the same chapter where other teachers are. I told him that I could not be on the same chapter or lesson objectives that others are teaching because I still have to teach and come in the afternoon to give summaries. That is how I assist these learners as they rely on summaries. I also raised the same issue on the school board meeting and the response that I got was 'that is when and how you should show your professionalism. You should do everything possible to teach those learners and assess them as per the directive from the Regional office'. Since I cannot argue with my supervisor, I kept quiet. Having mentioned this, I will say that my working relationship with the principal is not good, more especially that I was cautioned for defending teachers in this issue.*

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This section presented the findings derived from comments regarding the perceptions of teacher SBMs regarding principals. Teacher SBMs regard their working relationships with principals as collegial. It was revealed that some principals communicated all activities taking place at the school to teacher SBMs. They were involved when it came to the recommendation to staff appointments. This finding concurs with the Ministry of Education, Arts and Culture (2001:15; 2016:8) which points out that it is the responsibility of the school board to see to it that recruitment, transfer and promotion of staff members are done openly, fairly and procedurally.

Principals seemed to be free to discuss issues pertaining to school development with teacher SBMs. However, it was established that some teacher SBMs did not have a good working relationship with the principals. The reason was that they were not aware of how the finances of the school were being utilized. They accused principals of not being transparent when it came to staff appointments. It was, furthermore, established that teacher SBMs were cautioned for defending fellow teachers during school board meetings.

## **VI) Perceptions of LRCs serving on the school board regarding principals**

In this section, the researcher presents the findings derived from the comments of LRCs serving on the school board regarding their perceptions of principals. Next are the categories and findings that emerged from their responses.

- **Category 1: Collegial working relationship**

LRCs serving on the school board were asked a similar question during the focus group discussions as teacher SBMs. The findings derived from the comments revealed that some of the LRCs serving on the school board had a collegial working relationship with the principal. This was evident from the views expressed by Shozi, head girl at School Four, who stated that their working relationship with the principal was good. She said that he was a good man because he explained their responsibilities. Matengu, head boy at the same school, stressed that their working relationship with the principal was good. He stressed:

*The principal is a good man because he encourages us to do our school work. I don't see anything bad regarding him.*

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#### 5.4.1.2 THEME 2: FEAR AMONG SBMs

The findings regarding the perceptions of principals and SBMs about their working relationships that are interconnected with fear among SBMs are as follow.

- Category 1: Principals do not listen to LRCs' concerns

Despite the fact that some LRCs serving on the school board expressed in the focus group discussions that they had good working relationships with their principal, Thandi, LRC for culture at School Five and a member of the school board, did not perceive her working relationship with the principal as good and explained why her working relationship with the principal was not collegial:

*As LRC members we don't feel free at this school. For example, last year we had an issue whereby management introduced a new school uniform. We had a meeting with one teacher who is responsible for LRCs. He is the one who told us that the school would change to a new school uniform. He was asking us whether learners would agree with the idea of introducing a new school uniform. We told him that it was not a good idea for the school to change and introduce a new school uniform. We told him that our school is in rural areas and that most of the parents are not working and are struggling when it comes to getting money to support their children. The price of the new uniform was expensive; it was around N\$ 400.00. So based on these reasons we told that teacher that we do not agree with the suggestion from the principal to introduce a new uniform and that most of the learners at the school were against that idea or suggestion. After the meeting with that teacher, the principal called us and told us that our parents agreed with the idea to introduce the new school uniform but we were not part of the meeting where parents agreed that we should have a new school uniform. Normally we are not always invited to school board meetings, parents meetings; we are not always invited to such meetings. The principal continued to tell us that our parents agreed with the idea of introducing a new school uniform. He told us that the parents who agreed are the people who are having money to buy the new school uniform and are the ones who are supporting us financially. We told the principal that all the learners did not want the new school uniform but if the parents agreed then it is fine though we knew that some of our parents cannot afford to buy the new school uniform. So, we went on to choose the color of the new school uniform though we were not in favour of it. When the new school uniform came, only the new learners bought it. Most of the old learners at the school did not buy it and learners are adamant that they will not buy the new school uniform.*



Thandi, furthermore, pointed out that sometimes the LRCs would like to talk to the principal but he did not listen to them. She cited an example of the sewerage and water problems at the hostel. For two or three weeks she said they were fetching water from the village every morning for bathing in the hostel. She stated that the issue was discussed with the principal and they were just told that the water pump had a malfunction. She pointed out that they did not always receive clear answers from the principal on most of the issues that they raised. Other learners at the school started calling them puppets since they were not attending to learners' concerns. Some learners were harassing them, though not physically but verbally:

*You guys are useless, you are doing nothing, and we don't see the work that you guys are doing at this school.*

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She then noted that this was why she perceived that their working relationship with the principal was not good. Similarly, Mateu, LRC president at the same school, stressed that:

*In addition to what she said, as LRCs we represent learners but here at our school things are changing; instead of representing learners we are doing the opposite. I am saying that because there are many things which learners raise as concerns to us. When we take them to the principal, he does not consider them. He just wants us to do what he wants and what teachers want. When we bring our concerns to him, they are not taken into consideration. That is why I am saying that we are not representing learners but we are representing his interests. If I can remember, I only attended two school board meetings and one parents' at this school for the two year that I have been an LRC president. In general I am saying that the working relationship with the principal at our school is not good.*

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This section presented the findings regarding the perceptions of LRCs in the SBMs about principals. LRCs serving on the school board appeared to have a collegial working relationship with the principals. However, some LRCs serving on the school board perceived their working relationship as not mutual. They did not feel free to present their concerns to principals because

they feared them. They accused principals of not listening to their concerns. They were not invited to attend school board meetings. This might be due to the observation made by Xaba and Nhlapo (2014:433) who argue that most learners on the school board are teenagers who are not interested in attending meetings and workshops which take place at the school.

#### ***5.4.1.3 SUMMARY ON THE PERCEPTIONS OF PRINCIPALS AND SBMs REGARDING THEIR WORKING RELATIONSHIP***

This section presented the findings regarding the perceptions of principals and SBMs of their working relationship. The following Table indicates the categories that emerged from their responses.

**Table 5.6 Perceptions of principals and SBMs regarding their working relationship**

<b>Categories</b>	<b>Principals</b>	<b>Parent SBMs</b>	<b>Teacher SBMs</b>	<b>LRCs in the SB</b>
1. Collegial working relationship	√	√	√	√
2. Principals not listen to LRCs concerns				√

Two common themes emerged from the findings regarding the perceptions of principals and SBMs about their working relationships in the Zambezi region.

#### **THEME 1: WORKING TOGETHER**

The majority of principals and SBMs perceived that they had a good working relationship with one another. They described their working relationship as generally collegial. Principals, parents and teacher SBMs were perceived as important stakeholders in the education of the learners.

Ehren, Honingh, Hooge and O'Hara (2016:211) assert that a clear and shared vision and goals for student achievement and quality instruction trickle down to the classroom. The school board should ensure that goals regarding student achievement include specific targets and standards, and are the highest priority in all schools, without the distraction of other goals and initiatives.

## **THEME 2: FEAR AMONG SBMS**

It was revealed that some LRCs serving on the school board did not perceive their working relationship with the principals as mutual and did not feel free to present their concerns to principals because they feared them. They accused principals of not listening to their concerns.

### **5.4.2 FINDINGS FOR RESEARCH QUESTION 2: WHAT IS THE IMPORTANCE OF GOOD WORKING RELATIONSHIPS BETWEEN PRINCIPALS AND SBMs IN THE ZAMBEZI REGION?**

In this section, the researcher presents the findings derived from the comments of principals and SBMs regarding the importance of a good working relationship.

#### ***5.4.2.1 Importance of a good working relationship with parent SBMs as perceived by principals***

Participating principals in this study outlined some importance of good working relationships with parent SBMs. Below are the categories and findings that emerged from their responses.

- **Category 1: Easy to maintain discipline among learners**

The importance of good working relationships with parent SBMs is acknowledged by the Ministry of Education, Arts and Culture (2001:16; 2016:9, 41-45). John, principal of School One, stated that when there was a good working relationship with the parent SBMs at the school,

it was easy to maintain discipline among learners. This, according to him, entailed that a well-disciplined child at home would not give headaches or problems when he came to school. He stressed that the same applied to a religious child who was brought up by religious parents. Therefore, if one had such a good working relationship with parent SBMs, it would be very easy to maintain discipline among learners because parents at home would embody what was taught at school.

- **Category 2: Achievement of targeted goals and objectives**

Ehren, Honingh, Hooge and O'Hara (2016:211) made a similar observation. Mark, principal of School Three, pointed out that the importance of good working relationship with parent SBMs was that the school would achieve its targeted goals and objectives. He stated that every year they normally planned together with parent SBMs at their school. In the action plan for the school, certain goals and objectives were set. For example, he said:

*The plan of action indicates that at least 90% of our learners must be promoted to the next Grade. All these steps are followed and at the end of the year, we review what we have achieved. We sit together with parent school board and review our goals and objectives to see if the majority of the things we set for ourselves have been achieved.*

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Mark stressed that a good working relationship with parent SBMs would enhance the good results of learners at the school.

- **Category 3: Parent SBMs have trust in the school authorities**

The importance of good working relationships with parent SBMs is acknowledged by Ament (2013:64), Muijs (2015:578) and Spicer (2016:10). Peter, principal of School Four, noted that sometimes parent SBMs felt as if the principal did not acknowledge them as SBMs. During school board meetings, they did not speak out their ideas as there was not much trust. He stated

that, if parent SBMs were given the opportunity to share their ideas during school board meetings, they would feel recognized and trusted by the school authority, specifically by the principal. He stated as follows:

*They will even say that my idea can be listened to by the principal. Parents sometimes will feel that I did not go far with education; I am just a taxi driver. When I raised my idea, the principal agreed. So they will feel valuable and useful. They will feel that they are part of the school. Parents will have trust in the principal.*

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- **Category 4: Consultation and school development**

The importance of good working relationships with parent SBMs is acknowledged by the Ministry of Education, Arts and Culture (2001:15, 2016:6). Samuel, principal of School Five, who stated that parent SBMs could consult the principal freely on matters regarding the development of the school, mentioned this importance. He said:

*Equally, if there is no good working relationship between me and parent SBMs, there is no way we are going to drive the school in the right direction. We shall not feel free to consult each other. The moment we stop consulting each other the school will not develop and that will eventually affect the learners.*

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- **Category 5: Smooth running of the school**

Luke, principal of School Six, asserted that the main aim of having parent SBMs was to oversee the smooth running of the school. This could be realized if the principal and parent SBMs were working together. He stated that the moment the principal and parent SBMs worked on their own, there would be no development taking place at the school. He then stressed that it was important that all SBMs worked as a team for the smooth running and proper functioning of the school for the benefit of the learners.

This section presented the findings derived from the comments of principals on the importance of a good working relationship with parent SBMs. Participating principals stated that when there was a good working relationship with the parent SBMs at the school, it became easier to maintain discipline among learners. They seemed to be working together with principals in maintaining discipline at the school. In addition, they seemed to be working together in ensuring that the school achieved the targeted goals and objectives. It was learnt that there were consultations between principals and parent SBMs on matters regarding school development. Similarly, when there were consultations between the two stakeholders in education, parent SBMs could feel recognized and have trust in the principal. It appears that parent SBMs were important partners when it came to the smooth running and proper functioning of the school.

#### ***5.4.2.2 Importance of a good working relationship with teacher SBMs as perceived by principals***

When principals were asked a similar question during the interviews regarding the importance of a good working relationships with teacher SBMs, most of them reiterated the importance, which they mentioned on parent SBMs and added a few. The following categories and findings were revealed:

- **Category 1: Consultation and school development**

The importance of good working relationships with teacher SBMs is acknowledged by the Ministry of Education, Arts and Culture (2001:15; 2016:6). Samuel, principal of School Five who stated that teacher SBMs could consult the principal freely on matters regarding the development of the school, mentioned this importance.

- **Category 2: Smooth running of the school**

Luke, principal of School Six, asserted that the main aim of having teacher SBMs was to oversee the smooth running of the school. This could be realized if the principal and teacher SBMs were working together. He stated that the moment the principal and teacher SBMs worked on their own, there would be no development at the school. He then stressed that it was important that all the stakeholders on the school board worked as a team for the smooth running and proper functioning of the school for the benefit of the learners.

- **Category 3: Easy to maintain discipline among learners**

The importance of good working relationships with teacher SBMs is acknowledged by the Ministry of Education, Arts and Culture (2001:16; 2016:9, 41-45). John, principal of School One, stated that when there was a good working relationship with the teacher SBMs at the school, it would be easy to maintain discipline among learners at the school. He stated that teachers were handling the core activity of teaching and learning. He said:

*It is paramount to make sure that my working relationship with stakeholders such as teacher SBMs is mutual.*

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- **Category 4: Conducive working environment**

This is similar to what is stated by the Wallace foundation (2013:8) and Ministry of Education, Arts and Culture (2016:9), namely that creating a climate welcoming to education is important in order for safety, a cooperative spirit and other foundations of fruitful interaction to prevail. Regarding this, John stated that it was his role to cultivate a conducive working environment for teachers at the school. He said that:

*Teachers need to feel safe, happy as well as to feel home for them to be able to do their job. Therefore a good relationship with them will promote better results for the school and for the children.*

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- **Category 5: Foster unity and trust**

This importance of a good working relationship with teacher SBMs is acknowledged by Ament (2013:64) and Kladifko (2013:55). Peter, principal of School Four, affirmed that the importance of a good working relationship with teacher SBMs at the school was to foster unity with teachers. He said:

*Even if there is a bitter argument among us, whereby it is difficult to convince teacher SBMs, as a principal I have to compromise and find a way to resolve the argument. The benefit is that teacher SBMs will learn to trust the principal.*

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This section presented the findings derived from the comments of principals on the importance of a good working relationship with teacher SBMs. Participating principals pointed out that when there was a good working relationship with the teacher SBMs at the school, it became easier to maintain discipline among learners. Teachers were handling the core activity of teaching and learning. They seemed to be working together with principals in maintaining discipline at the school. There were consultations between principals and teacher SBMs on matters regarding school development. In the same vein, when there are consultations between the two stakeholders in education, teacher SBMs can be united and can have trust in the principal. Teacher SBMs are important partners when it comes to the smooth running and proper functioning of the school.



### ***5.4.2.3 Importance of a good working relationship with LRCs serving on the school board as perceived by principals***

When principals were asked during the interviews about the importance of a good working relationships with LRCs on the school board, some of them echoed the importance which they cited with teacher SBMs, and added a few.

The following categories and findings were reiterated:

- **Category 1: Consultation and school development**

The importance of good working relationships with LRCs in the SBMs is acknowledged by the Ministry of Education, Arts and Culture, 2001:15; 2016:6). Samuel, principal of School Five, who stressed that LRCs on the school board could consult the principal freely on matters regarding the school development, mentioned this importance.

- **Category 2: Smooth running of the school**

Luke, principal of School Six, emphasized that the main aim of LRCs serving on the school boards was to oversee the smooth running of the school. This could be realized if the principal and LRCs serving on the school boards were working together to ensure that quality teaching and learning were taking place at the school.

- **Category 3: Enhancing good academic results for learners at the school**

Krasnoff (2015:4) acknowledges the importance of good working relationships with LRCs serving on the school board. Mark, principal of School Three, asserted that a good working relationship with LRCs serving on the school board could encourage good academic results for learners at the school. He stressed that, to achieve good results, the principal and LRCs had to work as a team and pull in one direction.

- **Category 4: Building trust**

The importance of good working relationships with LRCs on the school board is acknowledged by Ament (2013:64) and Kladičko (2013:55), namely that they build trust with the principal. Peter, principal of School Four, revealed this during the interview. He stated that, if LRCs serving on the school board had trust in the principal, they would not fear him, as they would express their ideas freely. He said:

*Sometimes even when a learner speaks during the school board meeting, I can amplify what the learner is saying. After the meetings, you can see that these learners are getting used to you.*

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This section presented the findings derived from the comments of principals on the importance of a good working relationship with LRCs SBMs. There were consultations between principals and LRCs in the SBMs on matters regarding school development. When there are consultations between the two stakeholders in education, LRCs SBMs can have trust in the principal. LRCs on the school board are important partners when it comes to the smooth running of the school. Learners' results can improve when there is a good working relationship between the principal and LRCs.

#### ***5.4.2.4 Importance of a good working relationship with principals as perceived by parent SBMs***

In this section, the researcher presents the findings derived from the comments of parent SBMs regarding the importance of a good working relationship with principals. The following categories and findings were reiterated:

- **Category 1: School development**

Parent SBMs who participated in the study were asked about the importance of a good working relationship with the principals. They responded differently to the question. This was evident from the response of Francis, a parent SBM at School One, who cited the importance. He stated that the importance of a good working relationship with the principal was that there would be development taking place at the school. He said:

*Without a good working relationship, there will be no developments at the school and learners will end up failing.*

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Francis pointed out that learners could fail if the working relationship between the principal and parent SBMs was not collegial. Jimmy, a parent SBM at School Three stated that it was good to have a good working relationship with the principal and that, if the working relationship with the principal was not good, learners would fail. He stressed that:

*Learners always inform their parents regarding the teachers who are not teaching at school. As parent SBMs normally, we advise the principal to take appropriate measures against such teachers.*

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- **Category 2: Good communication**

Jinny, a parent SBM at School Four cited two importance aspects of a good working relationship with the principal. The first was that both principals and parent SBMs would be able to communicate freely.

- **Category 3: Enhancing good working relationship**

Secondly, Jinny, a parent SBM at School Four, said that it enhanced a good working relationship among SBMs and learners. Collins, a parent SBM at School Two, noted that the importance of a good working relationship with the principal was to help solve problems at the school. The

principal could call the parent SBMs at any time to solve that problem. He stated that when there was the problem of a shortage of chairs and desks at their school, the principal and parent SBMs were involved in finding a solution. Grace, a parent SBM at School One, stated that the importance of a good working relationship with the principal was that they would be able to work together. Ricky, a parent SBM at School Three, stressed that, since they had a good working relationship with the principal, they were able to address the issue of corporal punishment at the school.

- **Category 4: Conducive learning atmosphere**

Jinny, a parent SBM at School Four, stated that a good working relationship with the principal would create a conducive learning atmosphere at the school. He noted that the process of teaching and learning would be smoothened.

Lucious, a parent SBM at School Five, affirmed that the importance of a good working relationship with the principal was that:

*The results for learners at the school will be good at the end of the year because this is what parents are interested to see.*

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This section presented the findings derived from the comments of parent SBMs on the importance of a good working relationship with the principal. Development can take place at the school. Principal and parent SBMs can communicate freely and a conducive learning atmosphere will prevail at the school. Principal and parent SBMs can work together. Thus, the process of teaching and learning can be enhanced. On the other hand, learners can fail if the working relationship between the principal and parent SBMs is not collegial.

#### ***5.4.2.5 Importance of a good working relationship with the principal as perceived by teacher SBMs***

Teacher SBMs were also asked a similar question as parent SBMs during the focus group discussions, namely what was the importance of a good working relationship with the principals?

The following categories and findings were reiterated:

- **Category 1: Smooth running of the school**

Some of the teacher SBMs participants in this study pointed out that the importance of a good working relationship with the principal was the smooth running of the school. This could be seen from their responses below:

*For the school to run smoothly the principal must be in touch with the teacher SBMs. All that he needs to do is to have full participation of all SBMs. For example, when it comes to the appointment of teachers and for any development to take place at the school, the SBMs must be there to assist him. One person cannot develop the school; many people can develop the school. If the principal want to develop the school alone, he will certainly fail (Linus, teacher SBM at School Four).*

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*Having a good working relationship with the principal helps with the smooth running of the school. Without a good working relationship, the school will not drive forward. The principal at the school is the one who give instructions and subordinates must carry out those instructions. So if they is a poor working relationship between the teachers and the principal, the principal will fail to run the school and as teachers we will also fail in our duties leading to learners at the school to also fail at the end of the year (James, teacher SBM at School Five).*

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- **Category 2: Achievement of school goals and objectives**

The other importance of good working relationships with the principal that was cited by teacher SBMs during the focus group discussions was that the goals and objectives of the school would be achieved. Some teacher SBMs participants affirmed that, when the goals and objectives of the

school were set, everyone would work towards those goals and objectives. They stated that everyone would own the goals and objectives set and work hard to achieve them. Everyone would strive to work very hard at the school. This would only be possible when there was a mutual working relationship with the principal at the school.

- **Category 3: Transparency**

Fidel, teacher SBM and HOD at School Four, revealed that the importance of a good working relationship with the principal was that there would be transparency of whatever was done at the school. He stated that if the working relationship with the principal were good, things would move at the school. He said:

*We are going to work as a team to solve issues at the school.*

---

Without substantiating much on the same point Maggy, teacher SBM at School One, stated that the importance of good working relationships with the principal was that there would be transparency at the school. She said:

*There is nothing that the principal will do alone. He will always invite us and inform us.*

---

- **Category 4: Conducive working environment**

Nina, a teacher SBM at School Six, asserted that:

*The good thing regarding having a good working relationship with the principal is that our working environment will be good. At the same time, it will improve the learners' results. If the teacher is happy he/she can work very hard but if the working relationship with the principal is not good, there is no way that teacher can produce good results.*

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- **Category 5: Enhancing good academic results for learners at the school**

Ben, a teacher SBM at School Three, emphasized that:

*If you oppose each other, you are not going to progress and the academic results of the school will be very poor. If you work together the school board and the principal you will achieve good academic results for learners.*

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In addition, Rose, a teacher SBM and HOD at School Two, noted that the importance of a good working relationship with the principal was that it would improve learners' achievement at the school. She said that this could be attained if the principal and teacher SBMs worked as a team.

This section presented the findings derived from the comments of teacher SBMs on the importance of a good working relationship with the principal. They pointed out that principals were important partners when it came to the smooth running of the school. They seemed to be working together with the principal in ensuring that the school achieved the targeted goals and objectives. There was transparency in the handling of all activities at the school. It was, furthermore, established that, when there was a good working relationship between teacher SBMs and the principal, the school could produce good academic results. This is in agreement with a statement by Sallee (2014:25) who states that relationships are vital factors in schools. Thus, a principal should make relationship building a priority for meaningful results in the school.

#### ***5.4.2.6 Importance of a good working relationship with the principal as perceived by LRCs serving on the school board***

Similar to teacher SBMs, LRCs serving on the school board were asked during the focus group discussions about the importance of a good working relationship with the principals. The following categories and findings were revealed:

- **Category 1: Good communication**

Some LRCs serving on the school board stated that a good working relationship with the principal was important to enhance good communication at the school. This, according to some LRCs, will lead to a healthy working relationship with the principal.

- **Category 2: Learners' satisfaction**

Thandi, LRC for culture at School Five, affirmed that a good working relationship with the principal would lead to satisfied learners at the school. She reiterated that:

*I will take you back on the issue of the school uniform. If we had a good working relationship with the principal, if the principal was someone who is willing to listen to us as LRCs, the whole complication on the issue of the new school uniform would not be there.*

---

- **Category 3: School development**

In addition, Mateu, president of the LRCs at School Five asserted that a good working relationship with the principal was something good. He said:

*It can build the school. It can help us to develop the school because we will not be having opposing ideas.*

---

This section presented the findings derived from the comments of LRCs serving on the school board regarding the importance of a good working relationship with the principal. There could be good communication between principals and LRCs serving on the school board. Ehren, Honingh, Hooge and O'Hara (2016:212) advise that SBMs should establish a strong communication structure to inform and engage both internal and external stakeholders in setting and achieving school goals. It was established from LRCs that learners might be satisfied with all the school



programmes if principals listened to their concerns. In addition, the school could develop if there were a good working relationship with the principal. LRCs serving on the school board might not have opposing ideas to those of the principal.

#### ***5.4.2.7 SUMMARY ON THE IMPORTANCE OF A GOOD WORKING RELATIONSHIP BETWEEN PRINCIPALS AND SBMs***

This section presented the findings regarding the importance of a good working relationship between principals and SBMs. The following Table indicates the categories that emerged from their responses.

**Table 5.7: Importance of a good working relationship between principals and SBMs**

<b>Categories</b>	<b>Principals</b>	<b>Parent SBMs</b>	<b>Teacher SBMs</b>	<b>LRCs on the SB</b>
1. Easy to maintain discipline among learners	√			
2. Achievement of targeted goals and objectives	√		√	
3. Parent SBMs felt recognized and had trust in the school authorities	√			
4. Consultation and school development	√	√		√
5. Smooth running of the school	√		√	
6. Conducive working environment	√	√	√	
7. Foster unity and trust	√			
8. Enhances good academic results for learners at the school	√		√	
9. Good communication		√		√
10. Enhances good working relationship		√		
11. Transparency			√	
12. Learners' satisfaction				√
13. School development	√	√		√

Four common themes emerged from the categories of responses by principals and SBMs, as indicate on Table 5.7.

### **THEME 1: UNDERSTANDING OF AND ADHERENCE TO POLICY**

The findings derived from principals' comments revealed that, when there was a good working relationship between principals and SBMs, it became easier to maintain discipline among learners at the school. Good performance and good academic results of learners could be achieved at the school. The majority of principals and teacher SBMs seemed to be working together in ensuring that the school achieved the targeted goals and objectives. Principals and SBMs are important partners when it comes to the smooth running of the school. The majority of principals, as well as parent and teacher SBMs, affirmed that a conducive working environment would be created if there were a good working relationship. Another important aspect of a good working relationship associated with understanding of and adherence to policy pointed out by principals, parent SBMs and LRCs serving on the school board was pertaining to the issue of school development.

### **THEME 2: WORKING TOGETHER**

It emerged from the findings derived from the comments of parent SBMs that the importance of a good working relationship with principals was that it enhanced a good working relationship. When principals and parent SBMs worked together, they solved problems related to corporal punishment, shortage of chairs and desks at the school.

### **THEME 3: TRUST**

It was revealed from the findings derived from the comments of principals that the importance of a good working relationship with SBMs was the development of unity and trust.

### **THEME 4: COMMUNICATION**

It was revealed from the findings derived from the comments of principals, parent SBMs and LRCs serving on the school board that the importance of a good working relationship also related to consultations on matters regarding school development. There could be good communication, as well as transparency, between principals and SBMs, since critical information was shared freely between principals and SBMs.

### **5.4.3 FINDINGS FOR RESEARCH QUESTION 3: WHAT ARE THE CHALLENGES THAT PRINCIPALS AND SBMs MAY BE FACING REGARDING THEIR WORKING RELATIONSHIPS IN THE ZAMBEZI REGION?**

In this section, the researcher presents the findings derived from the comments of principals and SBMs regarding the challenges that they might be facing regarding their working relationships.

#### ***5.4.3.1 Challenges with parent SBMs as perceived by principals***

Most of the participating principals in this study raised similar challenges regarding to parent SBMs during the interviews. Below are the categories and findings that emerged from their responses.

- **Category 1: Lack of involvement in school board meetings**

It was evident from the response of John, principal at School One, that a challenge was the levels of interest of parents to become involved as SBMs. He said that:

*Parent SBMs are losing interest for the reason that I do not know. I don't know whether we are not treating them well as principals or they are more concerned regarding what they will eat tomorrow not necessarily the role of helping their children to prosper.*

---

He stressed that the interest of the parent SBMs was waning when it came to their participation in school-related activities. He stated that a way which would boost their active participation in school-related matters should be found. Most of the principals concurred with the challenge pointed out by John. They stated that, when some parent SBMs were invited to school board meetings, they gave many excuses, such as:

*I did not see the letter inviting me to the school board meeting.*

---

Such letters were normally given to their children. Apart from these letters, most of the principals indicated that they always phoned parents when they arranged school board meetings. They stated that, when parents were called, they sometimes did not answer the calls and only phoned back at a later time, saying that:

*I was busy.*

---

Most of the principals stated that this might be due to the nature of work of some parent SBMs. Parents were committed to their official work. Luke, principal of School Six, asserted:

*You find that if you want to meet parent SBMs at school, they will either be committed with their official work.*

---

In addition, Mark, principal of School Three, reiterated that it was the case especially during the ploughing season when parent SBMs were attending to their fields. He said that most of the school board meetings were postponed during this time because the school board could not reach the required quorum. In addition, Samuel, principal of School Five, echoed:

*When I want to meet SBMs, it is not easy to have all SBMs present. Parents will tell you that I am at the cattle post or I am busy elsewhere.*

---

- **Category 2: Sitting allowances for SBMs**

Coupled with the first challenge was the issue of parent SBMs not receiving sitting allowances. This challenge was cited by most of the principals during the interviews. They stated that parent SBMs had raised this issue in most school board meetings. Most of the principals noted that parent SBMs always reminded them to discuss the issue with the Ministry of Education since it was one of the ways to encourage them to attend school board meetings. This was evident from the response of Mark, principal of School Four, who affirmed that:

*It is always easy to get parent SBMs but the challenge that they are facing is the non-remuneration from the government. If the government could have said that every time you have a school board meeting, parent SBMs should be given sitting allowances. It could be easier for us to have parent SBMs on time. For now when you summon them for a school board meeting, they will have to attend to their work first at home. When they are done, that is when they come to the school. As SBMs, they just do voluntary work. For now they come here, they sit here and go on an empty stomach.*

---

In the same vein Peter, principal of School Four, stated that:

*Sometimes the school board needs to meet, and parent SBMs are committed. No wonder why during the meeting of review of the Education Act, Act 16 of 2001 there were some proposals that if there were some sitting allowances for SBMs maybe parent SBMs will be active. In most cases from the parent SBMs, only the chairperson and the secretary are active and the rest becomes dormant.*

---

- **Category 3: Low level of education of parent SBMs**

Another challenge was the level of education of parent SBMs. Some principals asserted that most of the parent SBMs were illiterate. This is similar to the findings of Mohapi and Netshitangani (2018:8) who stress that low levels of education and literacy may affect functional school governing bodies and parent governors' roles and responsibilities. This was revealed in Table 5.2 regarding the ten parent school board participants interviewed in this study. Three had Diplomas and higher qualification and seven had Grade 12 and lower qualifications. Some principals stated that the illiteracy levels of parent SBMs were ruining their working relationships. This was evident from the response by John, principal at School One, who acknowledged that:

*This is a big challenge because every time there are policy issues to be discussed on the school board meeting, they do not have the necessary knowledge on such issues. I will end up advising them again to clarify the matter. Being the majority on the school board, they have to take decisions; they should not necessarily rely on my understanding of policy issues because I might manipulate them to my advantage.*

---

- **Category 4: Parent SBMs were elderly**

This was evident that parent SBMs were elderly, especially in rural areas. John, principal of School One, affirmed that:

*These are the only people who are in the villages. Younger ones and those who are in the working class you won't find them because they will be in towns. Therefore, it is much more difficult to bring older parent SBMs in line with how the school operates.*

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- **Category 5: Parents' lack of understanding of their roles and responsibilities**

Samuel, principal of School Five, stated that being a principal in an urban school was different from being a principal in a rural school as parent SBMs in urban schools were well vested with their roles and responsibilities. He said that:

*In schools that are in rural area there are certain things that you just cannot do. Not that SBMs cannot do them, but they do not know that they are supposed to do them.*

---

This section presented the findings derived from the comments from principals on challenges with parent SBMs. Parent SBMs were losing interest in participating in school activities. They did not seem to be attending school board meetings when invited. They presented many excuses when invited to attend school board meetings. Principals seemed to find it difficult to have parent SBMs attend school related activities and school board meetings. It was learnt from the findings that parent SBMs wanted sitting allowances when attending school board meetings. It was also revealed that the illiteracy levels of parent SBMs were ruining their working relationship with principals. The majority of parent SBMs were illiterate and elderly. This is in agreement with Mncube and Mafora (2013:19) who argue that the involvement of parents in the school government body is poor and ineffective due to the illiteracy of parents. Parent SBMs were not playing their full roles as mandated by the Education Act, Act 16 of 2001 of Namibia.

#### ***5.4.3.2 Challenges with teacher SBMs as perceived by principals***

In this section, the researcher presents the findings derived from the comments of principals regarding the challenges that they might be facing with teacher SBMs regarding their working relationship. Below are the categories and findings that emerged from their responses.

- **Category 1: Defending fellow teachers**

One of the challenges, cited by principals during the interviews, when it came to teacher SBMs, was that they tended to defend fellow teachers, even if they were wrong, at school board meetings. They stated that teacher SBMs came up with excuses when handling disciplinary cases of fellow teachers just to prolong the process so that they could find an opportunity to maneuver the situation. This was evident from the response of John, principal of School One, who stressed that:

*When another teacher is facing disciplinary problems teacher SBMs will try to cover for their fellow teachers. They know that if the decision taken on the school board is not in favour of the teacher they will quarrel with them that you are not doing enough. So for this reason, teacher SBMs will try by all means to cover their fellow teachers.*

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- **Category 2: Lack of involvement in school board meetings**

One of the challenges cited by some principals was that it was difficult to have teacher SBMs to attend urgent school board meetings during school hours. They noted that some issues that needed discussion with SBMs might come up in the morning. When teachers were summoned to attend such meetings, they would tell the principal that:

*I am busy teaching.*

---

This was true because, when they attended school board meetings during school hours, they would be losing some contact hours that were supposed to be spent on teaching learners.

- **Category 3: No challenges with teachers SBMs**

Some principals who were interviewed stated that they had no challenges with teacher SBMs. This was evident from the response of Samuel, principal at School Five, who said that:

*The teacher who is on the school board I have no problem with him.*

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Luke, principal of School Six, supported this:

*I don't have challenges with teacher SBMs. As I have said that, the working relationship is good. We are working as a team, despite that we had a problem with the teacher school board member which we addressed and solved. So far I don't have any challenges with teacher SBMs.*

---

This section presented the findings derived from the comments of principals on the challenges they experienced with teacher SBMs. It was established that teacher SBMs tended to defend fellow teachers in school board meetings, even if they were wrong. They seemed to come up with excuses when handling the disciplinary cases of fellow teachers to prolong the process so that they could find an opportunity to maneuver the situation. The Ministry of Education, Arts and Culture (2001:16) affirms that it is the role of the school board to consider any case of misconduct by a learner or staff member at the school, with the aim to ensure that such misconduct is properly investigated. In addition, the school board recommends to the Permanent Secretary the appropriate disciplinary measures to be taken regarding the serious misconduct of a learner. Ament (2013:33) attests that SBMs are so splintered by members' attempts to represent special interests or meet their individual political needs that school boards cannot govern effectively. It was revealed that it was difficult for teacher SBMs to attend urgent school board meetings during school hours. They did not want to lose teaching time.

#### ***5.4.3.3 Challenge with LRCs serving on the school board as perceived by principals***

In this section, the researcher presents the findings derived from the comments of principals regarding the challenges regarding their working relationship that they might be facing with

LRCs serving on the school board. Below are the categories and findings that emerged from their responses.

- **Category 1: Lack of involvement in school board meetings**

Participating principals indicated during the interviews that a challenge with LRCs was the fact that they did not always attend school board meetings. They cited a similar reason as the one mentioned with teacher SBMs, namely that when LRCs were called to attend school board meetings in the morning or during school hours, they would say that they were busy. They also stated that school board meetings were often scheduled in the afternoon from 14:00 onwards or in the time when LRCs were on lunch, attending study sessions and/or extra classes. Mark, principal of School Three, stated that:

*This is a serious challenge we have with LRCs on the school board.*

---

- **Category 2: Lack of transport to attend school board meetings**

The transport of LRCs serving on the school board was another challenge cited by some principals. They stated that LRCs stayed far from the school. They pointed out that transport should be provided for them to attend school board meetings in the afternoons. Some principals stated that they sometimes picked up learners from their homes in order for them to attend school board meetings. Sometimes parents of LRCs dropped them at school and picked them up afterwards.

Peter, principal of School Four, stressed this:

*We have understanding parents, when we have school board meetings. They will bring their children at school and pick them up when the meetings are over. Sometimes, as teachers we help in this regards.*

---

- **Category 3: No challenges with LRCs serving on the school board**

Some principals indicated that they had no challenges with LRCs and that their working relationship was collegial. This was evident from the response of Samuel, principal of School Five, who noted that:

*You will find that they come in my office to find out certain issues that they want clarity on or to find out some ideas from me. When they bring their issues to me, I share them with their parents.*

---

This section presented the findings derived from the comments of principals on the challenges with LRCs serving on the school board. LRCs serving on the school board did not always attend school board meetings as they did not want to lose learning and study time. In spite of this, they also did not have transport to and from school board meetings. Xaba and Nhlapo (2014:433) argue that most learners on school boards are teenagers who are not interested in attending meetings and workshops which take place at the school. On the other hand, it was established that some parents provided transport to LRCs serving on the school board to attend school board meetings. Sometimes principals and teachers helped LRCs serving on the school board with transport to attend school board meetings.

#### ***5.4.3.4 Challenges faced by Parent SBMs***

Parent SBMs were asked a similar question as principals during the interviews, namely what were the challenges that they might be facing regarding their working relationship with principals. Below are the categories and findings that emerged from their responses.

- **Category 1: Sitting allowances for SBMs**

A sitting allowance for parent SBMs was cited as a challenge by the majority of parents who participated in this study. They stated that they were not remunerated when they attended school board meetings and that some of them stayed far from the schools where they had been elected to be parent SBMs. Sometimes they were required to be at the school three or four times in a week. This was evident from the responses of parent SBMs below:

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*We are not paid; we just volunteer ourselves to work. Especially when he (principal) tells me that today, we are going to withdraw money. I am only given N\$ 100.00 for transport of going and coming back. We don't earn anything; we have to be paid sitting allowances (Francis, parent SBM at School One).*

---

*I have noticed that parent SBMs are not so fully committed, maybe it is because we do this work voluntarily. There is no form of remuneration (Jack, parent SBM and Chairperson of the school board at School Four).*

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*One of the challenges is that we are volunteers as parent SBMs. Sometimes I am needed for an urgent school meeting here at the school. It is very difficult for me to make it at the time the principal wants me to arrive here because of financial problems or difficulties. By volunteers I mean we as parent SBMs are just working without payment. I am suggesting that at least even sitting allowances could be paid to us whenever we have school board meetings (Nick, parent SBM and treasurer at School Six).*

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- **Category 2: Lack of transport to attend school board meetings**

Transport to and from school board meetings was a challenge that was cited by most parent SBMs. As indicated earlier, some parent SBMs stayed far from the schools where they had been elected to serve as parent SBMs. Ricky, parent SBM at School Three, indicated:

*As parent school board member we are from very far villages from the school, maybe seven kilometers. We are footing or riding a bicycle coming here at the school. Imagine*

*now that it is rain season and you are supposed to come and attend a school board meeting. Transportation is a big challenge that we are facing. This is not a challenge for our school only but it is a challenge for all parent SBMs in the Zambezi region.*

---

Similarly, Jack, parent SBM and chairperson of the school board at School Four, concurred with Ricky by saying that:

*The other challenge is the distance from the school to the places or homes of some SBMs. Our school is big and you will get some parents whose homes are sometimes 50 kilometer from the school. When we call school board meetings, to talk regarding the development of our school or what can be done to our children in different areas, sometimes the attendance turn out to be very low. When you ask the parent SBMs why they did not attend the meeting, they will tell you that some of us we stay very far.*

---

- **Category 3: Lack of involvement in school finances**

Another challenge which Jinny, parent SBM, cited during the interview was that the principal did not always involve them in the finances of the school and they were not involved in the budgeting process of the school. He noted that, when they asked the principal why they were not always involved in the budgeting process, he became uncomfortably. He said:

*The principal feels as if we are suspecting that he has misused the money, yet that is not the case.*

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- **Category 4: Lack of trust**

Jinny, a parent SBM at School Four, reiterated that there was a lack of trust between the principal and the parent SBMs. He stated that this lack of trust had led to poor communication between the principal and some parent SBMs.

- **Category 5: Lack of consultation**

Lucious, a parent SBM at School Five, stated that the principal was not working together with the parent SBMs. He said that:

*Since he was appointed to be a principal he is working alone and he is ignoring the school board.*

---

This section presented the findings derived from the comments of parent SBMs on the challenges with principals. The findings revealed that parent SBMs wanted to be given sitting allowances when attending school board meetings. This seems to be why they did not attend school board meetings.

Transport to and from school board meetings was also hampering their working relationship with principals. They were not involved in the budgeting process of the school. It was established that there was a lack of trust between the principal and the parent SBMs. The lack of trust between the two stakeholders in education led to poor communication. Data analysed revealed that principals were working alone, ignoring parent SBMs.

#### ***5.4.3.5 Challenges faced by teacher SBMs***

Teacher SBMs were asked a similar question as parent SBMs during the focus group discussions, namely what were the challenges that teacher SBMs might be facing regarding their working relationship with principals. Following are the categories and findings that emerged from their responses.

- **Category 1: Lack of regular school board meetings**

The majority of teacher SBMs responded that there was a lack of regular school board meetings at their schools. This was evident from the responses of teacher SBMs.

*We do not have regular school board meetings. The school was supposed to have constant school board meetings to highlight what is happening. These school board meetings must be there every term. At our school, meetings just come haphazardly. Sometimes we do not know the agenda of the school board meetings; you only get the agenda of the meeting when you are already in the meeting (Fidel, teacher SBM and HOD at School Four).*

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*We don't meet regularly. According to what I had in the presentation by the principal, he said that each term we should have a school board meeting but there are no meetings. Meetings are just called in when there is a problem at the school (Kenny, teacher SBM at School Six).*

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- **Category 2: Lack of involvement in school finances**

The majority of the teacher SBMs stated that they were not involved in the budgeting process at their schools. They felt that principals were sidelining them when budgeting was done at their respective schools. They said that only some parent SBMs were involved in this process. This was evident from the response of Ben, teacher SBM at School Three, who affirmed that:

*You know that everyone love money. If as a school board member you are sidelined or you are not involved when it comes to money issues you will feel that the principal is trying to undermine you.*

---

Linus supported the teacher SBM at School Four during the focus group discussions, and asserted that:

*Like my colleague said, there are things where SBMs were supposed to be involved, like budgeting. Since I came here, there was no meeting that was called for the school board to*

*budget. I don't know what the money here is used for. You just hear budgeting from other school and that they have received money from the government.*

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Similarly, Fidel, teacher SBM and HOD at School Four, reiterated that:

*Like what my colleague said regarding the budgeting of the finances received by the school. Since I came at this school as a member of management, I am just hearing regarding budgeting. I am not involved in the budgeting process of the school. I am a member of the school board and also a member of the school management but I am not there when the budgeting of the school is done.*

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He stressed that when the finances were received by the school, as a teacher SBM and as a member of the management of the school, he was supposed to be informed and involved in the budgeting process.

- **Category 3: Lack of trust**

Some teacher SBMs pointed out that there was a lack of trust between the principals and themselves. They attributed the lack of trust to their non-involvement in the budgeting process of the school. They stated that there were some financial irregularities at their schools and that was why principals did not want to involve them in the budgeting process. This was evident from the response of James, teacher SBM at School Five, who stated that:

*There are some financial irregularities that are taking place at our school. They is no budgeting taking place but these issues we discuss them on the school board meetings but they are not taken care of by the principal.*

---

Linus, teacher SBM at School Four, echoed the sentiment of lack of trust:

*In general I would say that there is no trust and honesty between the teacher SBMs and the principal. That is why things are not going well at our school.*

---



- **Category 4: School board decisions taken without consultation**

In addition, James, teacher SBM at School Five, stated that some decisions that the principal normally took at their school were taken without consultation with the SBMs. He pointed out that:

*The principal will just tell you in the presence of other teachers during the morning briefings of what will be happening at the school. As a school board member, I also do not know such an issue. I sometimes learn the problems or the issue happening at the school together with other teachers during these platforms (morning briefings) in the staffroom. I am always left in the dark when such information is presented to other teachers. As a school board member, I am supposed to be in meetings where such issues and problems are discussed. Sometimes the decisions that the principal take are not always discussed on the school board meetings.*

---

- **Category 5: Principals favoring some teachers**

Without explaining much Kenny, teacher SBM at School Six, cited two challenges with the principal. He stated that the principal seemed to have been told information regarding some teachers when he came to the school. He pointed out that the principal seemed to be hard on some teachers and lenient on others while handling cases that appeared to be similar.

- **Category 6: Lack of school board training**

Another challenge that Kenny mentioned was the issue of training of SBMs. He said that:

*If training was given to all SBMs, we could have known what we are supposed to do in terms of our roles and responsibilities as SBMs.*

---

This section presented the findings derived from the comments of teacher SBMs on the challenges with principals. It was established that regular school board meetings did not take place at their schools. The majority of the teacher SBMs were not involved in the budgeting process at their schools. There was a lack of trust between teacher SBMs and principals on

financial matters. Principals took decisions without consulting teacher SBMs and some decisions were not always discussed in the school board meeting. It was learnt that principals seemed to be hard on some teachers and lenient on others while handling cases that appeared to be similar. Training should be organized for all SBMs, including principals. Rhim (2013:14) who stresses that training provides SBMs with opportunities to learn regarding their key roles, responsibilities, as well as more substantive content related to education policy and practice, supports this.

#### ***5.4.3.6 Challenges faced by LRCs serving on the school board***

LRCs serving on the school board were also asked during the focus group discussions what were the challenges that they might be facing regarding their working relationship with principals. Following are the categories and findings that emerged from their responses.

- **Category 1: Unaware that they were SBMs**

Some LRCs affirmed that they were not aware that they were members of the school board. The reason for not being aware was that for the past two years that they were members of the LRCs they had not attended any school board meetings at their school. They stated that they did not know that they had the right to raise issues that affected learners. They accused the principals of not informing them that they were members of the school board at their respective schools.

- **Category 2: Fear of principals**

Another challenge that was cited by some LRCs was that they feared their principals. This was evident from the response of Thandi, LRC for culture at School Five, who emphasized that:

*We fear to approach the principal to tell him our problems or proposals. We know and we feel that even if we approach him to tell him our problems or concerns he will not consider*

*them. He ends up making decision on his own and not considering our concerns that we raise.*

---

- **Category 3: Principals are not willing to listen to LRCs concerns**

Some LRCs stated that principals did not want to discuss their concerns with them and accused them of not following the proper channels of communication when raising their concerns. At School Five, the communication procedure was that LRCs were to raise their concerns through a teacher responsible for LRC affairs. That teacher was the one to present the LRCs concerns to the principal and the school board. Mateu, LRC president at School Five, confirmed this channel of communication:

*The difficult part that I find when I come to the principal is that the teacher who is responsible for handling LRCs issues will tell me that I have not followed the right channel of communication. If I take concern of learners through the teacher responsible for LRCs, our issues are not reaching the principal's office. That is why I decided that I should be coming straight to the principal to raise our concerns. The principal also tells me to follow the proper channel of communication.*

---

Some concerns, such as the water pump that had a malfunction at School Five and the sewerage problem, were raised at school board meetings, but some principals did not want to discuss them. This was evident from the explanation by Thandi, LRC for culture at School Five, who stated that:

*The sewerage problem was also a concern last year and we needed clarity on these issues. When we approach the principal to ask regarding all these issues, he told us that you people you should not involve yourselves in these matters. He did not want us to discuss the matters further with him. These issues were written on paper and we wanted to present them to the school board meeting and we asked him that if as LRC members we could also be in that school board meeting but our issues were not discussed up to today.*

---

Similarly, Shози, Head girl at School Four noted that:

*Another challenge that we have is that our toilets are few. Once they are cleaned; the Grade one learners will come and mess them up in a short time. We told the principal regarding this issue and he promised us that he will do something regarding the toilets but up to now we have not seen anything happening.*

---

- **Category 4: Principals are not according proper respect to LRCs on the school board**

The other challenge, which was raised by LRCs, was that some of their principals did not respect them. They pointed out that this situation had led to their fellow learners losing respect for them too. Mateu asserted that:

*The principal forget that he is the one who is giving other learners influence that they should not respect us. When it comes to telling learners to go on assembly, it is very difficult because they do not regard us as LRCs. This is how bad it has become here at our school.*

---

In the same vein, Thandi stated that:

*Learners are not respecting us because of the way the principal talk to us in front of other learners. He speaks to us as if we are not LRCs for the school. When learners hear him speaking to us like that they also do not respect us.*

---

This section presented the findings derived from the comments of LRCs serving on the school board regarding the challenges with principals. LRCs serving on the school board were not aware that they were SBMs as principals did not inform them that they were SBMs. They did not seem to have attended school board meetings. LRCs serving on the school board did not know that they had the right to raise their concerns in school board meetings. Principals accused them of not following proper channels of communication when raising their concerns. It also emerged that LRCs serving on the school board feared their principals. The Education Act, Act 16 of 2001

of Namibia encourages learners to participate on the school board, but the African culture seems to make it difficult for them to air their views amidst adults.

It was, furthermore, learnt that some principals did not want to discuss concerns of learners with LRCs serving on the school board. Principals did not seem to have respect for LRCs and this led to fellow learners not according proper respect to them.

#### **5.4.3.7 SUMMARY ON THE CHALLENGES FACED BY PRINCIPALS AND SBMs**

This section presented the findings regarding the challenges faced by principals and SBMs. The following Table indicates the categories that emerged from their responses.

**Table 5.8 Challenges faced by principals and SBMs**

<b>Categories</b>	<b>Principals</b>	<b>Parent SBMs</b>	<b>Teacher SBMs</b>	<b>LRCs in the SB</b>
1. Lack of involvement in school board meetings	√			
2. Sitting allowances for SBMs	√	√		
3. Low level of education among parent SBMs	√			
4. Parent SBMs were old	√			
5. Parents' lack of understanding of their roles and responsibilities	√			
6. Defending fellow teachers	√			
7. Lack of transport to attend school board meetings	√	√		
8. Lack of involvement in school finances		√	√	
9. Lack of trust		√	√	
10. Principals taking school board decisions taken without consultation		√	√	
11. Lack of regular school board meetings			√	
12. Principals favoring other teachers			√	
13. Lack of school board			√	

training				
14. Unaware that they were SBMs				√
15. Fear of principals				√
16. Principals not willing to listen to LRCs' concerns				√
17. Principals are not according proper respect to LRCs serving on the school board				√

Four common themes emerged from the categories of responses by principals and SBMs on Table 5.8.

### **THEME 1: UNDERSTANDING OF AND ADHERENCE TO POLICY**

It was revealed by the findings derived from the comments of principals that parent SBMs were losing interest in participating in school activities and that principals seemed to find it difficult to have parents, teacher SBMs and LRCs serving on the school board attend to school-related activities and school board meetings. They gave many excuses when invited to attend school board meetings or did not attend school board meetings when invited. It was noted from the findings that parent SBMs wanted to be given sitting allowances when attending school board meetings. It was also revealed that the high illiteracy level of parent SBMs was ruining their working relationship with principals. The majority of parent SBMs were illiterate and elderly. They confirmed that they stayed far from the schools where they served as parent SBMs. Transport to and from school board meetings was pointed out as a challenge faced by parent SBMs. This seemed to be the reason why they did not attend school board meetings. Training should be organized for all SBMs, including principals. It emerged from the findings that parent, teacher SBMs and LRCs serving on the school board were not playing their full roles as mandated by the Education Act, Act 16 of 2001 of Namibia.

## **THEME 2: COMMUNICATION**

Some parent SBMs claimed that principals hardly ever shared some important information with SBMs and took decisions without consulting them. It was revealed by some LRCs serving on the school board that principals did not discuss learners' concerns with them. Principals accused LRCs serving on the school board of not following proper channels of communication when raising their concerns.

## **THEME 3: TRUST**

Parent and teacher SBMs revealed that there was a lack of trust between principals and SBMs and it had led to poor communication between the two stakeholders. Teacher SBMs attributed the lack of trust with principals to their non-involvement in the budgeting process of the school and indicated that there were some financial irregularities at their schools.

## **THEME 4: FEAR AMONG SBMS**

It was established from the findings derived from the comments of LRCs serving on the school board that they feared the principal. The Education Act, Act 16 of 2001 of Namibia encourages learners to participate on the school board, but the African culture seems to make it difficult for them to air their views amidst adults.

#### **5.4.4 FINDINGS FOR RESEARCH QUESTION 4: WHAT STRATEGIES CAN PRINCIPALS AND SBMs EMPLOY TO BUILD THEIR WORKING RELATIONSHIP IN THE ZAMBEZI REGION?**

In this section, the researcher presents the findings regarding the strategies that principals and SBMs can employ to build their working relationship.

##### ***5.4.4.1 Strategies that principals can employ to build good working relationships with SBMs***

All principal participants in this study were asked during the interviews about the strategies that can be employed to build good working relationships with all SBMs. A number of strategies, which were cited by principals, applied to all SBMs. The following categories and findings emerged:

- **Category 1: Good communication between principals and SBMs**

Principals cited good communication as a strategy that can be employed to build good working relationships with all SBMs. This was evident from their responses:

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*Having very good communication with all SBMs will motivate them to tell you the problem that they have. Once they tell you their problems it is better to solve them (Mark, principal of School Three).*

---

*The other strategy is communication. As a principal you need to be a good communicator. One of the roles of the principal is to influence. You can only influence if you have good communication skills. Therefore, whenever you have a platform to communicate to the parents, make use of it to your advantage to make sure that the best of the school results emerge from (John, principal of School One).*

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- **Category 2: Inviting SBMs to share ideas**

Another strategy, which was pointed out by most principals who participated in this study, was to invite all SBMs to discuss and share ideas regarding school development. This was evident from their responses:

*Maybe I should be inviting each one of these stakeholders to my office regularly. For example, I invite learners, teachers and parents at different times in my office to have a chat with them and discuss with them school related issues so that they can be used to me, be very close with me and feel free with me. I think in this way they will be assured that with me they are in safe hands. So when they have issues to discuss, they will feel free to come to my office without being scared (Samuel, principal of School Five).*

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*The principal needs to invite all SBMs and discuss problems. Then together you need to get a solution as stakeholders represented on the school board (John, principal of School One).*

---

In addition, John affirmed that the principal should involve all SBMs in all activities at the school.

- **Category 3: School board training**

Another strategy that was mentioned by most principals was that all SBMs should be trained in their roles and responsibilities. Without explaining much about this strategy Peter, principal of School Three, stated that:

*They must be trained on their roles and responsibilities. School board roles and responsibilities should be clearly outlined. Once these responsibilities are clearly outlined, then there must be an extensive training.*

---

John, principal of School One, supported him:

*It is important for all SBMs to be trained. Especially the newly elected SBMs. Before they start their work as SBMs, they must be full equipped with the necessary skills and knowledge to carry out their roles and responsibilities.*

---

- **Category 4: Open door policy**

Mark, principal of School Three, affirmed that principals should have an open door policy for all SBMs. This entails that the principal should be able to welcome all SBMs in his office and that the principal should welcome the ideas presented by all SBMs. However, he asserted that not all ideas raised by SBMs should be welcomed. According to Mark, when SBMs raised ideas, the principal had to refer to the policies to see if such ideas could be implemented.

- **Category 5: Good listeners**

Principals need to be good listeners. This strategy was pointed out by Luke, principal of School Six, who said that:

*The principal should listen carefully and see how he can incorporate the ideas that the parent have brought in. This applies to both the teachers and the learners. If they bring an issue, I should listen and see how best we can tackle and improve the situation. For the smooth running of the school, I should listen carefully to all SBMs and acknowledge what they have said so that I can improve my working relationship with them.*

---

- **Category 6: Transparency**

John, principal of School One, stated that principals should be transparent in all activities that they carried out at school. The principal should be able to explain to all SBMs whatever activities were conducted at the school, such as:

*The action you have done and why you have done it so that they should understand that indeed you are doing it procedurally.*

---

This section presented the findings derived from the comments of principals on strategies they could employ to build good working relationships with SBMs. Principals should have good communication with all SBMs and invite all SBMs to discuss and share ideas regarding school development. Similarly, principals affirmed that they should create an open door policy for all SBMs and that they should welcome all SBMs in their offices. They should also welcome the ideas and suggestions they present. Principals should be transparent by involving all SBMs in all activities at school. This is in line with Mncube and Mafora (2013:18) who affirm that the role of the school governing bodies is to promote values, such as transparency, fairness and extending equal employment opportunities to all.

All SBMs should be trained in their roles and responsibilities. This may help them to be fully equipped with the necessary skills and knowledge of their roles and responsibilities.

#### ***5.4.4.2 Strategies that parent SBMs can employ to build a good working relationship with the principal***

All parent SBMs were asked a similar question as the principals during the interviews, namely what strategies parent SBMs could employ to build a good working relationship with the principal. The findings were categorized as follows:

- **Category 1: Regular school board meetings**

The majority of the parent SBMs pointed out that regular school board meetings with the principals could help to build a good working relationship. This was derived from the responses of parent SBMs:

*As parent representative on the school board, we should always have regular school meetings and meetings with the principal (Collins, parent SBM at School Two).*

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*The strategy that can help us build a good working relationship with the principal is to have meetings with him. Just two weeks back, as parent SBMs we had a meeting with the principal in his office to advise him on how we should work together with him. We spoke regarding the challenges that the school is facing and how to solve them. The meeting came as result that as parent members of the school board we realized that he is having a problem when it comes to the running of the school. So we thought that we should not leave him like that, now we are helping him (Lucious, parent SBM at School Five).*

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*One strategy would be meetings where the SBMs share ideas with the principal (Jinny, parent SBM at School Four).*

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- **Category 2: Good communication**

Another strategy that was cited by the majority of parent SBMs was that there should be good communication between the parent SBMs and the principal. This was derived from their responses during the interviews:

*I think that one of the strategies is to improve on the communication between the principal and the SBMs. In most working relationships, communication is the key aspect. We need to improve this communication which is two ways: our side (SBMs) and the principal side. If that happens, we will pull together (Jack, parent SBM and chairperson of the school board at School Four).*

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*Good communication between the principal and SBMs (Nick, parent SBM at School Six).*

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- **Category 3: Working together**

Working together with the principal was a strategy cited by some parent SBMs. They stated that if they worked together with the principals on all matters related to school development, they would have an opportunity to guide and advise principals where they needed support.

- **Category 4: School board training**

Jack, a parent SBM and chairperson of the school board at School Four, asserted that training of SBMs is another strategy that could help build a good working relationship with the principal. He stated that:

*Parent SBMs do not know most of their roles, responsibilities as SBMs. That is why we limit ourselves towards what we can do.*

---

His views were amplified by Lucious, parent SBM and chairperson of the school board at School Five, who affirmed that:

*The other strategy is to train all SBMs on our roles and responsibilities. Last year after we have condemned principal for poor administration of the school, he was open to us and he told us that he just has experience as a teacher and he just became a principal for the first time at our school.*

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To support why he affirmed that all SBMs, including the principal, needed training, Lucious stated that:

*When he came here as a principal, I asked him as to how long did he serve as an HOD. His response was that he was an HOD for only twelve months. I realized that he does not have many years of experience at the management level of the school. That is why we came together as parent SBMs to help him.*

---

- **Category 5: Open to one another**

Jinny, parent SBM at School Four, pointed out that they should be open to the principal. He stated that if parent SBMs were not open to the principal, he might think that he were leading the school in the right direction while he was not. He emphasized that the principal too should be open to the school board. He said:

*If the principal would not delay the school budget and that if government did not give the school money for that specific year. As a principal, he must quickly report to the school board that we did not receive the money from the government. If such information is not communicated earlier, the school board will think that he has embezzled the school money.*

---

This section presented the findings derived from the comments of parent SBMs on strategies they could employ to build a good working relationship with principals. It emerged from the findings that parent SBMs should have good communication with the principal. Regular school board meetings and meetings with the principals could help to build a good working relationship. They should work together with the principals on all matters related to school development. This could create an opportunity for guiding and advising principals. They should be open to the principals to help them lead the school in the right direction. It emerged from the findings that all SBMs should be trained in their roles and responsibilities.

#### ***5.4.4.3 Strategies those teacher SBMs can employ to build a good working relationship with the principal***

Teacher SBMs were asked a similar question as parent SBMs during the focus group discussions, namely what strategies could teacher SBMs employ to build a good working relationship with the principal. The majority of the teacher SBMs seemed to have an

understanding of strategies that can be employed to build a good working relationship with the principals. The following categories emerged:

- **Category 1: Regular school board and staff meetings**

They pointed out that regular school board and staff meetings with the principals could help to build a good working relationship. This was evident from the responses of teacher SBMs:

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*I think we should use meetings. School board meetings and staff meetings with the principal should be conducted to discuss regarding what is going on at the school. Other SBMs should always be invited when we have meetings whereby we discuss with them issues regarding school development (Ann, teacher SBM and secretary of the school board at School Two).*

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*SBMs should participate schools' activities. They must not just be called for meetings when there is problem. They must be involved in all activities. School board meetings should be held all the time and when need arise (Linus, teacher SBM at School Four).*

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*At the same time I think that school board meetings are very important. This is where we discuss issues pertaining the development of the school (Nina, teacher SBM at School Six).*

---

- **Category 2: School board training**

Another strategy that was cited by the majority of teacher SBMs was that training should be provided to all SBMs. This was evident from their responses during the focus group discussions:

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*I think that those who are going to take over from us when we elect new school board should receive training. This will equip them regarding what they are supposed to do as SBMs (Rose, teacher SBM and HOD at School Two).*

---

*Another strategy that can help to build a good working relationship between the principal and SBMs is that if there is proper school board training given to all SBMs. All SBMs,*

*literate or illiterate should be trained. They should be given documents that outline their roles and responsibilities (James, teacher SBM and secretary of the school board at School Five).*

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*I think training is number one strategy. Upon electing SBMs, they should be given training quickly so that they must know what is expected of them (Kenny, teacher SBM at School Six).*

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- **Category 3: Engaging in team building activities**

Ann, teacher SBM and secretary of the school board at School Two, asserted that having tea with the principal during break time was another strategy that could help build a good working relationship with the principal. She said that:

*We should eat together with the principal during break time.*

---

Ben, teacher SBM at School Three, echoed her sentiments:

*We need to socialize with the principal for example, during break time we need to have a tea break together.*

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In addition, he stated that:

*At the end of the term we can have a farewell function where we resolve some issues which were not well resolved during the course of the year.*

---

- **Category 4: Good communication**

Another strategy, which was pointed out by some teacher SBMs, was communication between the teacher SBMs and the principal. James, teacher SBM at School Five, affirmed that:

*The other strategy is communication. There must be good communication between the principal and SBMs on how to handle grievances at the school.*

---



Without explaining the same strategy Fidel, teacher SBM and HOD at School Four, affirmed that:

*Another strategy that can be used is communication between SBMs and the principal.*

---

- **Category 5: Working together**

Some teacher SBMs stated during the focus group discussions that they needed to work together with the principal. They said that:

*Especially during the planning process, teacher SBMs and the principal should be able to work together.*

---

- **Category 6: Constructive criticism**

Some teacher SBMs stated that, when they had identified weaknesses among themselves, they gave constructive criticism as a way of building one another. They affirmed that, by working together as SBMs, they would not be fighting and blaming one another. Linus, a teacher SBM at School Four, asserted that the principal and the teachers needed be open to one another. He said that there should be no secrecy between the two stakeholders. According to him, as teacher SBMs:

*They need to be involved fully in the day to day running of the school. For anything that happens at the school, teacher SBMs must be informed.*

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- **Category 7: Transparency between the principal and teacher SBMs.**

Without explaining this strategy, Fidel, teacher SBM and HOD at School Four, and Linus, teacher SBM at the same school, asserted that:

*Another strategy that can be used is transparency between principals and teacher SBMs.*

---

### **Category 8: Listening to the views others during meetings**

Without explaining this strategy Kenny, teacher SBM at School Six, asserted that:

*Listening to the views of each other during meetings can help build a good working relationship between the principal and teacher SBMs.*

---

This section presented the findings derived from the comments of teacher SBMs regarding those strategies they could employ to build a good working relationship with the principals. The findings revealed that parent SBMs should have good communication with the principal. They should talk openly to one another on school related issues. Regular school board and staff meetings could assist in building a good working relationship with the principal. They should listen to the views of one another during meetings as this could assist them in working together on all matters related to school improvements. In addition, they should socialize through having tea with the principal during break time. It was, furthermore, established that all SBMs should be trained in their roles and responsibilities.

Principals and SBMs should give constructive criticism as a way of building one another, not fight and blame one another. Van der Westhuizen (2015:308) makes a similar observation, namely that conflict, in the sense of an honest difference of opinion where a choice must be made between two alternative methods, is unavoidable and can be a valuable exercise. Constructive conflict ensures that all the possibilities are carefully considered and that future planning is done based on the advantages and disadvantages which the alternatives offer. There should be transparency between the principal and teacher SBMs.

#### ***5.4.4.4 Strategies that LRCs serving on the school board can employ to build a good working relationship with the principal***

During the focus group discussions, LRCs serving on the school board were asked a similar question as teacher SBMs, namely what strategies teacher SBMs could employ to build a good working relationship with the principal. The majority of the LRCs serving on the school board did not seem to have an understanding of such strategies. The following categories emerged:

- **Category 1: Meetings with the principal**

They pointed out that regular meetings with principals could assist in building a good working relationship. This was evident from the responses of some LRCs:

*I suggest that the principal call up meetings with LRCs serving on the school board (Shozi, Head girl at School Four).*

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*The strategies that we can use to build a good working relationship with the principal can be: having frequent meetings with the principal. Also having meetings with other SBMs and parents' meetings at the school and we have to be included in all these meetings (Thandi, LRC for culture at School Five).*

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- **Category 2: School board training**

Another strategy that was cited by Thandi was that there should be training of all SBMs so that they knew their roles and responsibilities.

- **Category 3: Respect for LRCs serving on the school board**

During the focus group discussions, Mateu, president of LRCs at School Five, emphasized that the principal should respect their roles and responsibilities as LRCs. He stated that:

*There are some of the issues that the principal can propose and learners don't like those proposals. If learners propose something to the principal and he does not like it, he will not implement it. So, the principal must respect our duties as LRCs.*

---

This section presented the findings derived from the comments of LRCs serving on the school board regarding strategies, such as regular school board meetings that could be employed to build a good working relationship with principals. Principals should respect the roles and responsibilities of LRCs serving on the school board. It was established that all SBMs needed to be trained regarding their roles and responsibilities.

#### ***5.4.4.5 SUMMARY OF STRATEGIES THAT CAN BE EMPLOYED TO BUILD A GOOD WORKING RELATIONSHIP BETWEEN PRINCIPALS AND SBMs***

This section presents the findings regarding the strategies that can be employed to build a good working relationship between principals and SBMs. The following Table indicates the categories that emerged from their responses.

**Table 5.9 Strategies that can be employed to build a good working relationship between principals and SBMs**

<b>Categories</b>	<b>Principals</b>	<b>Parent SBMs</b>	<b>Teacher SBMs</b>	<b>LRCs in the SB</b>
1. Good communication	√	√	√	
2. Inviting SBMs to share ideas	√			
3. School board training	√	√	√	√
4. Open door policy	√	√		
5. Good listeners	√			
6. Transparency between the principal and SBMs	√		√	
7. Regular school board meetings and staff meetings		√	√	√
8. Working together		√	√	
9. Engaging in team building activities			√	

10. Constructive criticism			√	
11. Listening to the views of each other during meetings			√	
12. Respect for LRCs on the school board				√

Three common themes emerged from the categories regarding the responses of principals and SBMs, as shown in Table 5.9.

**THEME 1: UNDERSTANDING OF AND ADHERENCE TO POLICY**

Participating principals and SBMs revealed a number of strategies associated with adherence to the policies of the schools and ministerial policies. One strategy that was mentioned by most principals and all SBMs was that they should be trained in their roles and responsibilities. They indicated that training could equip them with the necessary skills for their roles and responsibilities. Another strategy that was revealed by principals and SBMs needed to have regular school board meetings.

**THEME 2: WORKING TOGETHER**

Parent SBMs revealed that one of the strategies that could improve their working relationship with the principals was working together. They suggested that, if they worked together with the principals on all matters related to school development, they would have the opportunity to guide and advise principals where they needed support. It was, furthermore, revealed that spending a bit of time with the principal outside working hours was another strategy that could help build a good working relationship. They stated that they needed to socialize with the principal through

farewell functions at the end of each year in order to have time to reflect and be together as a family to share many relevant experiences.

### **THEME 3: COMMUNICATION**

It was also revealed that there should be good communication between principals and SBMs. Nzoka and Orodho (2014:89) affirm that, in order to enhance the home curriculum and improve the quality of parental involvement in their children's education, there needed to be regular, non-threatening communication at the school. Conducting regular school board meetings could assist in building a good working relationship.

Another strategy associated with communication revealed by most principals was inviting all SBMs to discuss and share ideas regarding school development. Principals should employ an open door policy to all SBMs. They should be able to welcome any of the SBMs in their office. Principals should be good listeners and be transparent in their operations at school.

## **5.5 RESEARCH FINDINGS FROM DOCUMENTS**

This section presents and analyses the findings from documents, namely minutes of school board, parents' and school management meetings of the six participating schools. The analyzed minutes are from 2016 to 2018, a three year term.

### **5.5.1 FINDINGS FROM SCHOOL ONE**

The researcher presents and analyses findings derived from the minutes of one management, two school board and one parent meeting. The findings from the documents of School One are guided by common themes that include understanding of and adherence to policy, as well as working together. The findings are, furthermore, guided by the research questions as mentioned in Chapter 1 of the study.

The findings from minutes of the school board meeting dated 28 February 2016 revealed that all SBMs were present. It was established that there were no minutes and matters arising from the previous meeting. The discussion of items on the agenda were not recorded in the minutes. Only the resolutions taken on each item were recorded. A parent member of the school board at School One was the chairperson. Almost the same trend was observed with the findings from minutes of the school board meeting dated 24 January 2017, namely that no attendance and apologies were taken. A parent member of the school board at School One was the chairperson of the school board. It was established that no attendance and apologies were taken during the minutes of the management meeting dated 30 January 2018. It was also established that there were no minutes of the previous meeting and matters arising from the previous meeting. The discussions of items on the agenda were not recorded. Only the resolutions taken on each item

were recorded. The minutes of the parent meeting, dated 31 January 2018, revealed that no attendance and apologies were taken. The school board chairperson was chairing the parent meeting. It was revealed that there were no minutes and matters arising from the previous meeting. The discussions of items on the agenda were not recorded. Only the resolutions taken on each item were recorded in the minutes.

#### ***5.5.1.1 THEME 1: UNDERSTANDING OF AND ADHERENCE TO POLICY***

The following categories associated with understanding of and adherence to policy emerged from the findings from documents presented and analyzed from School One

- Category 1: Implementation of day-to-day school activities

The minutes of the management meeting, dated 30 January 2018, showed that management members agreed that class teachers should control and monitor the attendance of learners on a daily basis. They should report to the Head of Department if the learner had been absent for two days and corrective measures should be applied immediately. Teachers on duty should observe the arrival of learners at the school in the morning closely.

- Category 2: Maintaining the school infrastructure

The minutes of the management meeting dated 30 January 2018 revealed that a new class was built at the school. A request for new chairs and tables was made to the regional office and temporary arrangements to accommodate learners in the new classroom were made.

- Category 3: Lack of educational resources

The minutes of the school board meeting dated 24 January 2017 revealed that SBMs were informed that the school was planning to repair chairs and tables for learners, replacing classroom bulbs and water pipes. The minutes of the management meeting dated 30 January



2018 revealed that the school was experiencing a shortage of chairs and tables. A member of management initiated a programme of fixing broken chairs and tables at the school. The initiative could help to alleviate the problem experienced at the school.

- Category 4: Lack of involvement in school board meetings

It was revealed from all findings of documents for School One that there were no LRCs serving on the school board at School One since it was a primary school.

- Category 5: Recommending the appointment, transfer and promotion of teachers

The minutes of the school board meeting dated 28 February 2016 revealed that SBMs had discussed an issue pertaining to the transfer of a teacher at the school. SBMs were informed that class teachers had to identify learners with school uniform problems and submit names to the HOD.

- Category 6: Maintaining the school infrastructure

It emerged from the minutes of the school board meeting dated 28 February 2016 that the principal informed SBMs that the remaining items to be employed to fix the toilets could be purchased for the work to commence. They made a resolution that a job card should be opened with the Department of Works to unblock the water pipe at the school and that a booster water pump should be bought to boost the velocity of water.

- Category 7: Managing school finance

It emerged from the minutes of the school board meeting dated 24 January 2017 that the principal informed SBMs regarding the new signatories to the school bank accounts. They agreed to link the school account to the account of one member of the school board. They were informed of the way to utilize school money.

- Category 8: School board training

The minutes of the school board meeting dated 24 January 2017 revealed that SBMs were informed that a cluster school board training was scheduled for 30 January 2017.

- Category 9: School anniversary

The minutes of the school board meeting dated 24 January 2017 revealed that some SBMs proposed to have a school anniversary celebration. Besides this, the school board chairperson was tasked to identify a caretaker from the community and report back in the next school board meeting scheduled for April, 4 2017.

- Category 10: Academic results

The minutes of the parent meeting dated 31 January 2018 revealed that the principal informed parents that the school had achieved above 65% in all Grades in the 2017 academic year and the school had done well in the Grade 7 regional examinations. In addition, parents were informed that the school had introduced academic cards for the teachers and parents to monitor the progress of learners. Parents were given until March 2018 to buy school uniforms for their children.

#### ***5.5.1.2 THEME 2: WORKING TOGETHER***

Though no attendance and apologies were taken in the minutes of the management meeting dated 30 January 2018, teacher SBMs seemed to be working together with the principal. They were engaged in the day-to-day running of the school. For example, they were tasked to control and monitor the attendance of learners on a daily basis and reported to the Head of Department when a learner was absent for two days so that corrective measures could be applied immediately. Teachers on duty closely observed the arrival of learners at the school in the morning. However,

the principal seemed to be dominating the meeting by informing SBMs of the resolutions of the school board meeting.

### **5.5.2 FINDINGS FROM DOCUMENTS OF SCHOOL TWO**

The researcher presents and analyses findings of one parents' meeting and three school board meetings minutes. The findings from documents of School Two are guided by common themes that included understanding of and adherence to policy, working together and communication. The findings are guided by the research questions as mentioned in Chapter 1 of the study. The findings from the minutes of the parent meeting dated 2 November 2016 at School Two revealed that the school board chairperson was chairing the meeting. It was established that there were no minutes and matters arising from the previous meeting. Almost the same trend was observed with the findings from minutes of the school board meeting dated 27 June 2017. The school board chairperson was chairing the school board meeting. It was established that there were matters arising from the previous meeting. Eleven SBMs were present and only the HOD had tendered an apology.

The findings of the minutes of the school board meeting dated 1 March 2018 revealed that the school board chairperson was chairing the school board meeting. It was established that three teacher SBMs and two parent SBMs had tendered apologies. There were no minutes and matters arising from the previous meeting. The findings of the minutes of the school board meeting dated 10 July 2018 revealed that the school board chairperson was chairing the school board meeting at School Two. It was revealed that one teacher SBMs and two parent SBMs had tendered apologies for not being able to attend the meeting and two teacher SBMs and one parent school

board member were absent. There were no minutes and matters arising from the previous meeting.

#### ***5.5.2.1 THEME 1: UNDERSTANDING OF AND ADHERENCE TO POLICY***

The following categories and findings related to understanding of and adherence to policy emerged from the documents presented and analyzed of School Two:

- Category 1: Lack of involvement in school board meetings

The minutes of the parent meeting dated 2 November 2016 revealed that the principal had introduced to new school board chairperson to replace the previous school board chairperson who had been absent for a long time due to other problems. It was revealed that there were no LRCs serving on the school board since it was a primary school.

- Category 2: Recommending the appointment, transfer and promotion of teachers

The minutes of the parent meetings dated 2 November 2016 and school board meeting dated 27 June 2017 revealed that the principal introduced new HODs responsible for Mathematics and Science, as well as for Grades 0 and 3 to parents and SBMs. At the school board meeting, SBMs were informed of another HOD at the school who was retiring. The minutes of the parent meeting dated 2 November 2016 revealed that the principal informed parents that one teacher went on early retirement but her post had not yet been filled. Interviews were conducted and the school was waiting for the outcome of the interviews from the regional education office. The minutes of the school board meeting dated 1 March 2018 revealed that they were informed that the school needed to employ eight teachers due to the significant increase of the number of learners, retirement of teachers, promotional positions and teachers going on maternity leave. The minutes of the school board meeting dated 10 July 2018 revealed that the principal informed

SBMs that the post for the Grade 7 Social Science teacher had been advertised. The minutes of the parent meeting dated 2 November 2016 and the school board meeting dated 10 July 2018 revealed that the principal introduced ten new teachers who had joined the school.

- Category 3: Academic results

It emerged from the minutes of the parent meeting dated 2 November 2016 that the HOD read the school academic target for 2016 and presented the August examination results. Parents suggested that the school should give certificates of achievement to learners who had performed well. The minutes of the school board meeting dated 27 June 2017 revealed that the HOD informed SBMs regarding the symbol distribution analysis for April examination 2017. Symbols ranging from A – C were considered as pass symbols while D and E symbols were considered as a fail. The HOD presented the analysis of the April 2017 examination result for all Grades. A similar trend was observed in the minutes of the school board meetings, dated 1 March 2018 and 10 July 2018 respectively. The HOD presented the analysis of the results for the December 2017 and April 2018 examinations for all Grades. Similarly, the principal informed SBMs of the ongoing programme of monthly tests. An analysis of the June 2018 test series for Grades 4 – 7 was presented to SBMs. However, the principal informed SBMs that some learners were dodging tests which could result in them failing.

- Category 4: Maintaining the school infrastructure

The minutes of the parent meeting dated 2 November 2016 revealed that the HOD informed parents that the school had bought a water tank due to the shortage of water in town, which presented a problem to learners during school hours. Parents were urged to talk to their children to stop vandalizing school property because the pipe from the water tank had been removed. The HOD, furthermore, informed parents of the computers which the school had received from

FISHCOR through the school patron who was a board member. Parents were informed that the school had requested ZVTC to fix the room where the computers were installed. In the same meeting, parents were informed that quotations had been requested from seven construction companies, and one construction company was selected and awarded the tender. The plan for the walled fence was taken to the KMTC for approval. They were informed that the fence would be 1.8 meters high and the labour for construction would be N\$150 000. 00. They were urged to prepare for donations of any kind towards funds for the fence. Parents suggested that the school should request the contractor, building the fence, to install lights on the wall for security purposes.

The minutes of the school board meeting dated 27 June 2017 revealed that SBMs were informed of the school wall fence project that had started. However, there were financial challenges encountered on the project. The building committee members were urged to continue with the project despite the financial crisis. SBMs were encouraged to support the project.

- Category 5: Managing school finance

The minutes of the parent meeting dated 2 November 2016 revealed that the HOD informed parents that 315 school uniforms had been ordered on 19 April 2016. Half of the amount, which was N\$ 19 687.50, was paid to the supplier. The cost per school uniform was N\$ 125.00  $\times$  315 school uniforms = N\$ 39 375.00. They were informed that, due to the delay by the supplier, the school had approached another supplier to manufacture the school uniform. The response from the second supplier was positive but the school could not proceed to buy from him because his quotation was too high when compared to the first supplier. The minutes of the school board

meeting dated 1 March 2018 revealed that the school budget allocation was presented to SBMs. Similarly, the minutes of the school board meeting dated 10 July 2018 revealed that SBMs were informed about the Universal Primary Education fund/grant received by the school. In addition, they were informed of how the funds were allocated to the different votes. The SBMs agreed and approved the way that the allocation of the funds was done. The principal read and explained the circulars to the SBMs. The school board agreed to buy a tool box for the caretaker to fix chairs, desks and doors.

- Category 6: Improper conduct among learners

The minutes of the parent meeting dated 2 November 2016 revealed that the HOD informed parents that indiscipline and vandalism of school property were problems encountered at the school. They were informed that learners were breaking windows, cutting the school fence and breaking chairs. They were instructed to tell their children that the school might take serious steps to learners caught vandalizing school property.

- Category 7: Involvement of parents in their children's education

The minutes of the parents meeting dated 2 November 2016 revealed that the parents were informed that registration for Grades 0 and 1 for 2017 was closed but that there was still space in Grade 0. They were informed that the November 2016 final examination started on 15 November 2016 and urged to encourage their children to study hard. The principal reminded parents that the mangoes were ripe and encouraged them some to buy in order to support the school financially.

- Category 8: Regular school board meetings

The minutes of the school board meeting dated 1 March 2018 revealed that SBMs were informed about the scheduled meetings for 2018.

**Table 5.10: Scheduled school board meetings for School Two 2018**

	<b>Day</b>	<b>Date</b>	<b>Time</b>
Term 1	Wednesday	01 March 2018	15hrs
Term 2	Wednesday	30 May 2018	15hrs
Term 3	Wednesday	10 October 2018	15hrs

- Category 9: Dilapidated buildings and lack of educational resources

According to the minutes of the school board meeting dated 27 June 2017, SBMs were informed of the challenges faced by the school. These included a shortage of paper for assessments, chairs, exercise books and pencils for Grade 3. In addition, the minutes of the school board meeting dated 1 March 2018 revealed that SBMs were informed that the school building was not in a good order. The buildings had major cracks and the floors were seriously damaged. The school board was also informed that the learners were sitting on broken chairs and tables. It was, therefore, agreed that 150 chairs and tables needed to be repaired. They agreed to repair the floor for Grade 6B since it was identified as being in a more dilapidated state than other classrooms. This substantiates the findings by Julius and Amupanda (2017:33) that the Namibian guiding document to prosperity, the Harambee prosperity plan (HPP) says nothing about the lack of, and dilapidated, school infrastructure in the country. They affirm that there was a lack of teachers in schools and funding of university education, just to mention but a few.

- Category 10: Donations from stakeholders

The minutes of the school board meeting dated 01 March 2018 revealed that SBMs were informed of a computer and money donation from a local businessperson.

- Category 11: Lack of accommodation for teachers

The minutes of the school board meeting dated 01 March 2018 revealed that SBMs were informed of the request for accommodation by two teachers at the school. The school board had



allocated an empty house to one teacher who presented his request first. The school board tasked the school management to inform this teacher of the rental fee and that minor maintenance of the house would be done by the occupant.

- Category 12: Health and safety at school

The minutes of the school board meeting dated 10 July 2018 showed that SBMs were informed of the male circumcision programme being promoted at the school by the Ministry of Health and Social Services. The programme was conducted together with the school counselors. In addition, the principal stated that boys were being encouraged to be circumcised as a way of reducing sexually transmitted diseases. Similarly, SBMs were informed of an ongoing programme targeting girls aged 15 – 24 years facilitated by the Ministry of Health and Social Services. The programme was conducted twice a week in the afternoons for two hours with a group of 25 learners. Besides this, SBMs were informed of the malaria research project to be conducted at the school.

- Category 13: Ensuring that extra-curricular activities took place at the school

The minutes of the school board meeting dated 10 July 2018 showed that the HOD informed SBMs of the extra mural activities at the school. These included:

- Manual work every Monday
- Sports every Tuesday
- Culture every Wednesday

### ***5.5.2.2 THEME 2: WORKING TOGETHER***

The minutes of the school board meeting dated 27 June 2017 revealed that the principal informed SBMs that he was going to attend a court session on 7 July 2017 regarding the issue of computers which were stolen at the school. A parent school board member volunteered to fix the pipe which was flooding water into the library. SBMs were informed that the burial for one of the learners at the school would take place at his home village and that the school had contributed an amount of N\$500.00 to help the family with the funeral and burial arrangements. In addition, they were informed of, and invited to, the retirement party for one of the staff members at the school.

### ***5.5.2.3 THEME 3: COMMUNICATION***

- Category 1: Lack of consultation

The minutes of the school board meeting dated 27 June 2017 revealed that the principal apologized to the SBMs for not having consulted them when he bought 32 boxes of photocopying paper on 27 June 2017 for N\$ 9 900.00.

- Category 2: Transparency

The minutes of the school board meeting dated 27 June 2017 revealed that the secretary of the school board informed SBMs that KPC store was supplying the school uniforms for learners. The sample of the school uniform was displayed and SBMs were informed of the cost of the school uniform. They agreed and suggested minor changes to the school logo.

### **5.5.3 FINDINGS FROM DOCUMENTS OF SCHOOL THREE**

In this section, the researcher presents finding and analyses of the minutes of two parent meetings. The researcher was only able to access the agenda of the second parent meeting and could not access school board meeting minutes for School Three. It was evident that the school did not always take minutes of school board, parent and school management meetings. The findings from the documents of School Three are guided by common themes which include understanding of and adherence to policy, working together and communication. The findings are also guided by the research questions as mentioned in Chapter 1 of the study.

The findings from minutes of the parent meeting at School Three, dated 17 March 2016, revealed that the principal was chairing the meeting. There was no attendance and apologies taken during the meeting. In addition, no minutes of the previous meeting were read and there were no matters arising from the previous meeting.

Regarding the findings from minutes of the parents meeting dated 4 August 2017, the researcher was informed that the meeting took place. There were no minutes written for this parents' meeting. There was no attendance and apologies taken during the meeting. The principal might have chaired the meeting since the agenda indicated that he handled the welcoming remarks.

#### ***5.5.3.1 THEME 1: UNDERSTANDING OF AND ADHERENCE TO POLICY***

The following categories and findings related to understanding of and adherence to policy emerged from the documents presented and analyzed from School Three as follows.

- Category 1: Academic results

It emerged from the minutes of the parent meeting dated 17 March 2016 that the senior teacher at the school informed parents of the good performance of the Grade 10 learners in the 2015 academic year. Their performance was better than that of 2014. In the same vein, teachers were encouraged to work hard in 2016 for the school to maintain the percentage for 2015 or achieve a much higher percentage. The minutes of the parent meeting dated 4 August 2017 indicated that parents were to discuss the test term results for April 2017.

- Category 2: Recommending the appointment, transfer and promotion of teachers and collegial working relationships

The minutes of the parent meeting dated 17 March 2016 indicated that the principal introduced two new teachers at the school. They were welcomed by parents and were encouraged to work hard to improve the results of learners at the school.

- Category 3: Lack of accommodation for teachers

It emerged from the minutes of the parent meeting dated 17 March 2016 that SBMs informed parents of the need for accommodation for teachers at the school as some teachers were commuting from town every day because there was a lack of accommodation at the school. In addition, parents were told that some teachers were renting accommodation in the village. It was then suggested by parents that the school should approach business people to request them to build houses for teachers. The minutes of the parent meeting dated 4 August 2017 indicated that parents were to discuss the issue of accommodation for teachers.

- Category 4: Maintaining the school infrastructure

It emerged from the minutes of the parent meeting dated 17 March 2016 that the chairperson of the school board informed parents of developments that were taking place at the school. For

example, a block of extra classes was built and a wall gate was constructed at the main entrance of the school. In addition, parents were promised more developments at the school.

- Category 5: Lack of educational resources

The minutes of the parent meeting dated 17 March 2016 indicated that parents were informed of the new school patron, who had already started his work by donating textbooks for all subjects for Grade 10 learners. They expressed their gratitude in the school patron's absence for the donation. In support of this finding, Julius and Amupanda (2017:31) affirm that a lack of textbooks in public schools is a burning issue that is not new and that it has received considerable media attention in Namibia, which suggests that it is an area that needs urgent attention from the government.

#### ***5.5.3.2 THEME 2: WORKING TOGETHER***

It emerged from the minutes of the parent meeting dated 17 March 2016 that parents were requested to assist the school in collecting firewood for the preparation of porridge during break time for learners. It was expressed that teachers were complaining that some learners came to school hungry, therefore, they could not participate in class activities. The principal informed parents of the afternoon study programme for Grades 4 to 10 learners. The findings of the minutes of the parent meeting dated 4 August 2017 indicated that parents were to discuss issues pertaining to cooperation between the principal and SBMs. These include:

- Support
- Vacation/weekend classes
- Shebeens/smoking

### **5.5.3.3 THEME 3: COMMUNICATION**

It was revealed from the minutes of the parent meeting dated 17 March 2016 that the treasurer of the school board informed parents of the way that school money was utilized. They were told that the money received by the school was utilized to buy school materials and helping learners who were poor.

### **5.5.4 FINDINGS FROM DOCUMENTS OF SCHOOL FOUR**

In this section, researcher presents finding and analyses of the minutes of two school board meetings and a combination of the minutes of a school board, Grade 10 teachers and parents' meetings for School Four. The findings from documents of School Four are guided by common themes that include understanding of and adherence to policy, as well as working together. The findings are also guided by research questions as mentioned in Chapter 1 of the study.

The findings from minutes of the school board meeting held on 13 January 2016 revealed that ten SBMs were present. The school board chairperson chaired the meeting as the school board secretary was absent. In the absence of the school board secretary, a teacher school board member read the minutes of the previous meeting. In addition, the findings from minutes of the school board, Grade 10 teachers and parent meetings held in the computer lab at School Four at 11:30 on 17 February 2017 revealed that the principal chaired the meeting. The findings from minutes of the school board meeting held in February 2018 indicated that eight SBMs were present. For the first time at this school, four LRCs were attending a school board meeting. The school board secretary and two parent SBMs tendered apologies. One teacher school board member was absent from the meeting.

#### **5.5.4.1 THEME 1: UNDERSTANDING OF AND ADHERENCE TO POLICY**

Information that was sourced from minutes of meetings associated with understanding of and adherence to policies is discussed in the subsequent categories as follows:

- Category 1: Recommending the appointment, transfer and promotion of teachers

It emerged from the minutes of the school board meeting held on 13 January 2016 that the principal informed SBMs that consent forms for vacant posts, which had been advertised the previous year, were signed and forwarded to the circuit office for further processing. On the same note, the presented consent forms for a Life Skills and Grade 1 teacher were to be discussed and signed by SBMs. The consent forms for the Life Skills and Grade 1 teacher were signed by SBMs in the meeting. The minutes of the school board meeting held in February 2018 indicated that the principal reported to the school board that there were four vacant teaching posts at the school. The circuit inspector was approached and promised that appointments would be made.

- Category 2: Old trees posing danger to buildings and learners

It emerged from the minutes of the school board meeting held on 13 January 2016 that the principal informed SBMs that trees at the school were posing a danger to the school buildings and learners. In addition, the trees were old and could fall on the buildings at any time. The SBMs suggested that that issue should be reported to the Ministry of Works and Transport for their assistance.

- Category 3: Unprofessional conduct among teachers and learners

The minutes of the school board meeting held on 13 January 2016 revealed that the principal informed SBMs that some learners had disciplinary problems at the school. They played truant from classes and went to the sports field to smoke drugs. In addition, when such learners

returned to class, they tended to trouble fellow learners and teachers. It was resolved that the school should involve the Ministry of Gender and Child Welfare, councilors and the Ministry of Health and Social Services to address all learners from Grade 5 to 7 on the issue of drugs. Similarly, it was also resolved that enough copies of school rules would be made and given to parents and all learners at the school. It was agreed that the school rules would be printed in a booklet form and to ask parents and learners to sign the rules after they had read them.

Similarly, the minutes of the school board meeting held in February 2018 indicated that the principal informed SBMs that, at lower Grades, it was observed that teachers spent much time outside talking to one another or on their cellphones. The school board resolved that noise making should be attended to by the principal. They also resolved that the principal should discourage teachers to talk to one another or on their cellphone during school hours.

The minutes of the school board, Grade 10 teachers and parent meeting, dated 17 February 2017, revealed that some parents alluded to some challenges that they encountered when checking learners' books. They stated that learners' books were marked, but marks were not calculated correctly. They also stated that, when the learner approached the teacher concerned, the teacher did not pay attention to the learner's complaint.

- Category 4: Regular meetings

The minutes of the school board meeting held on 13 January 2016 revealed that the school board had drafted a schedule for teachers', parents' and learners' meetings.



- Category 5: Advising SBMs and parents

The minutes of the school board, Grade 10 teachers and parents meeting dated 17 February 2017 revealed the principal advised parents that they should take reports by learners seriously and report to him. He promised to address the issue with the teachers. Besides this, parents were told to encourage their children to take Silozi as a subject. The principal told parents of the importance of Silozi as a mother tongue/language. Some parents, who contributed to the discussion, appreciated the call from the school management and the school board. They stated that the meeting enlightened them.

- Category 6: Academic results

It emerged from the minutes of the school board meeting held in February 2018 that the principal reported to SBMs that Grade 10 results for 2017 were good. The school achieved an 80% pass rate. However, he stated that one of the reasons why learners failed was that they made a great deal of noise class.

- Category 7: Lack of educational resources

It emerged from the minutes of the school board meeting held in February 2018 that the principal reported to SBMs that stationery for 2018 was sorted out. The school had sufficient stationery to last till the second term. However, there was a challenge for Grade 9 stationery. A question was posed about the money that learners paid for losing a textbook. The question was who mandated the teachers to collect money for lost textbooks and whether teachers issued receipts to learners. The principal responded that for Agriculture and Geography, the office administrator had records of the payments and that the money learners paid for lost textbooks was utilized to buy new textbooks. The principal explained that textbooks were usually provided by the Ministry of Education, Arts and Culture, but only in small quantities. The school board chairperson

cautioned that money paid for lost textbooks had to be deposited into the school account upon receipt. Similarly, the school board chairperson requested the principal to make sure that money collected for lost textbooks should be accounted for.

- Category 8: Teacher SBMs not involved in the school budget process

The minutes of the school board meeting held in February 2018 indicated that the HOD raised a concern regarding the budget and how the finances were utilized. In response the principal stated that he had drafted a template for how the budget should be allocated and money spent. The template was given to HODs in 2016, but they had not responded. The principal promised to draft another template to be given to the HODs again. The HOD also complained that there was a plan to buy plants for the school, but money was not released for this project. The principal argued that the Forestry Department had donated some plants to the school but these plants dried up and died. Thus, the Forestry Department could not give the school more plants. The school board resolved that the HODs should do the school budget together with staff members. The principal suggested that the budget should be completed by 20 February, 2018.

- Category 9: Maintaining the school infrastructure

The minutes of the school board meeting held in February 2018 revealed that the chairperson stated that as school was big, it was necessary to erect a walled fence and the principal was asked how far he was with regards to this issue. In response, the principal requested the school board chairperson to come up with the bill of quantities and present it to the school board. The school board chairperson responded that he was going to bring the bill of quantities. In addition, the principal reported that the school patron was willing to help with the construction of the walled fence. The school board agreed that contributions to the fund for the fence should start in 2018.

Similarly, SBMs were informed that one parent contributed six containers of paint to the school. Another parent volunteered to fix broken desks and chairs.

- Category 10: Managing school finance

The minutes of the school board meeting held in February 2018 indicated that the school board resolved that a separate account should be opened for the fence project. However, they affirmed that signatories to this account should comprise parents who were SBMs. It was then resolved that a parent meeting be organized to inform parents of the contributions for the fence and seek their approval.

#### ***5.5.4.2 THEME 2: WORKING TOGETHER***

The minutes of the school board, Grade 10 teachers and parent meeting dated 17 February 2017 revealed that the purpose of the meeting was to inform SBMs, parents, Grade 10 teachers and learners of the directive issued by the Regional Director of Education that Grade 10 parents had to study the learners' exercise books. After looking at the exercise books, the school board needed to present the outcome of this exercise in a parent meeting. In addition, when parents were going through the learners' exercise books, they needed to look at the quality of written tasks that had been given to learners. Furthermore, the principal indicated that subject teachers for Silozi and English had not yet given topic tests to determine learners' progress.

#### **5.5.5 FINDINGS FROM SCHOOL FIVE**

The researcher presents findings and analyses the minutes of three school board and one parent meeting. The findings from documents of School Five are guided by common themes which

include understanding of and adherence to policy, working together and communication. The findings are also guided by research questions as mentioned in Chapter 1 of the study.

The findings from minutes of the school board meeting held on 25 January 2016 revealed that six SBMs were present. Three apologized for the meeting. The school board chairperson chaired the meeting. No minutes of the previous meeting were read and no matters arose from the previous meeting's minutes. The findings from minutes of the school board meeting held on 5 October 2016 indicated that seven SBMs were present and one parent SBM was absent. The school board chairperson chaired the meeting. Minutes of the previous meeting were not read as they were not available; consequently, no matters arose from the previous minutes. The findings from minutes of the school board meeting held on 27 September 2017 revealed that nine SBMs were present. For the first time, two LRCs attended a school board meeting. The school board chairperson chaired the meeting. Minutes of the previous meeting were not read as they were not made available by the former secretary; consequently, no matters arose from the previous minutes. The findings from minutes of the parent meeting held on 8 February 2018 indicated that there was no attendance and apologies taken during this meeting. No minutes of the previous meeting were read and no matters arose from the minutes of the previous meeting. The acting principal seemed to have chaired the parent meeting since he handled the opening prayer and the welcoming remarks.

#### ***5.5.5.1 THEME 1: UNDERSTANDING OF AND ADHERENCE TO POLICY***

Information associated with the understanding of and adherence to policies that was sourced from minutes of meetings is discussed in the subsequent categories:

- Category 1: Academic results

It was established from the minutes of the parent meeting dated 8 February 2016 that the acting principal informed parents that subjects like Physical Science Grade 10, Economics and Business Studies Grade 12 were without teachers; therefore the results for November/December 2015 were poor. Similarly, in other subjects, such as Mathematics and Accounting, learners did not do well. However, in subjects, such as Silozi, Agriculture, Life Science, Entrepreneurship and Development Studies, the performance was very good. The following resolutions were taken in the meeting:

- All teachers had to adhere to the afternoon teaching programme,
- All teachers should participate in teaching from 04:30 – 05:30 interchangeably from Monday to Friday,
- Parents of all learners who did not turn-up for extra classes should be summoned,
- All teachers had to target 100% in their subjects.

It was established from the minutes of the school board meeting held on 25 January 2016 that the acting principal informed SBMs that subjects like Physical Science Grade 10, Economics and Business Studies Grade 12 were without teachers and that was why the results for November/December 2015 were poor. Similarly, in other subjects, such as Mathematics and Accounting, learners did not do well. However, in subjects, such as Silozi, Agriculture, Life Science, Entrepreneurship and Development Studies, the performance was very good.

The following resolutions were taken in the parent meeting:

- All teachers had to adhere to the afternoon teaching programme,

- All teachers should participate in teaching from 04:30 – 05:30 interchangeably from Monday to Friday,
- Parents of all learners who did not turn-up for extra classes should be summoned,
- All teachers had to target 100% in their subjects.

The findings of the minutes of the school board meeting of held on 5 October 2016 indicated that the acting principal had reviewed the August 2016 examinations results. SBMs were informed that the Grade 8, 9 and 11 results were not pleasing. He emphasized that the reason for learners' failure were teachers. The acting principal affirmed that teachers teaching external Grades tended to neglect Grades 8, 9 and 11. SBMs suggested the following strategies for improvement:

- Encourage teachers to teach all classes in the same way,
- Learners should be motivated to stay in the hostel since they did not study better outside the hostel,
- Parents whose children decide to leave the hostel had to be notified,
- Misbehaving learners were to be recommended to leave the hostel and their next of kin notified.

The findings of the minutes of the school board meeting of held on 27 September 2017 revealed that the principal informed the SBMs that he was impressed with the results for both Grades 10 and 12; however, he was worried about the effort that teachers were putting into the non-external examination Grades. In the same vein, he expressed his worry that, in Accounting, that learners were not doing well. The principal informed SBMs that the learners, who were repeating their Grades and had failed their final examinations, would not be allowed to proceed to the next

Grade nor would they be allowed to repeat the same Grade. All the promotions would have to go through the principal's office.

- Category 2: Maintaining the school infrastructure

The findings of the minutes of the school board meeting held on 25 January 2016 revealed that the school board agreed that parents with needed skills should be chosen to erect the fence and given food from the regional council (food-for-work programme). They agreed to make use of 10% of USE funds to purchase two doors for classrooms per term. It was suggested that old classes needed to be painted in the third year of the current saving. SBMs agreed to put the computer project on a long-term plan. It was also agreed that the school management and school board should request other stakeholders to assist with donating computers to the school. Three members of the school board and the acting principal were chosen to spearhead the project of constructing a signboard close to the road. The findings of the minutes of the school board meeting held on 5 October 2016 indicated that SBMs were informed that the fencing materials were already at the school. The kick-off day for the erection of the school fence was Monday, 10 October 2016. The Headmen and other traditional leaders should be invited and informed of the kick-off date before erecting the school fence. There were two short gates which could not be used at the school. SBMs resolved to sell them to the Acting HOD. SBMs were informed that community members volunteered to erect the school fence and would be given food for work by the Directorate of Education.

It was established from minutes of the parent meeting held on 8 February 2018 that parents were informed of school projects that needed to be completed at the school. The projects included the school fence, and parents resolved to contribute N\$20.00 each to the project. In addition, parents

with the needed skills were chosen to erect the fence and given food by the regional council. Parents agreed to make use of 10% of the USE funds per term to purchase two doors for classrooms. It was suggested that old classes needed to be painted in the third year of the current saving. It was agreed to put the buying of computers on a long term plan. In addition, it was also agreed that the school management and school board should request other stakeholders to assist with donating computers to the school. Three members from the school board and the school principal were chosen to spearhead the project of constructing a sign board close to the road.

- Category 3: Lack of school infrastructure

The findings from minutes of the parent meeting held on 8 February 2018 indicated that parents agreed to buy tents for their children and erect them on the school premises because of the limited space in the hostel. They were informed of marriages between learners in different places where they were renting accommodation. They were urged to ensure that they know where their children were renting.

- Category 4: Health and safety at the school

The findings from minutes of the parent meeting held on 8 February 2018 revealed that the acting principal informed parents of the many liquor outlets operating close to the school and the loud music played in those liquor outlets. The acting principal and two SBMs were tasked to talk to the owners of those liquor outlets to play music only after school hours.

- Category 5: Maintaining discipline at the school

The findings from minutes of the parent meeting held on 8 February 2018 showed that parents were informed of their children's discipline problems at the school. Some learners smoked drugs, drank alcohol and came late. Some learners used cellphones during lessons. It was agreed that the school management would summon police officers to do random searches at the hostel and



during class time. The school management was tasked to find an appropriate date for this exercise. Parents resolved that late comers should be suspended from school and given letters to invite their parents. It was resolved that the school management should abolish the use of cellphones during school hours.

- Category 6: Student grants and fees

The findings of the minutes of the school board meeting held on 25 January 2016 revealed that the acting principal informed SBMs that the school had received N\$60 000.00 from the government for USE. SBMs allocated the funds received to different votes. The findings of the minutes of the parent meeting held on 8 February 2018 indicated that the principal reminded parents of the abolishment of examination fees and school funds by the government of the Republic of Namibia. The government introduced the USE fund to pay for each learner registered at the school. Therefore, parents were informed not to contribute anything concerning stationery for their children. This is in agreement with the Ministry of Education, Arts and Culture (2017:3) which confirms that free secondary education was introduced in 2016. Therefore, parental contributions that were not voluntary were abolished. Similarly, Julius and Amupanda (2017:30) reiterate that the goal of accessing education for all has been augmented by the declaration of free, universal, primary education for all Namibian children from Grades 0-7 in 2012. They resonate that secondary education in Namibia was also pronounced free in 2016, making the entire basic education free. However, parents were expected to pay fees for their children's school uniform, stationery and hostel accommodation for those who were in boarding.

- Category 7: Unprofessional conduct among teachers

The findings of the minutes of the school board meeting held on 27 September 2017 revealed that the principal expressed dissatisfaction with the Silozi teacher for not conducting the Silozi

orals accordingly. The total number of learners who were supposed to do the orals were 117, and only 31 learners did the orals. The principal informed the house that the Silozi teacher and another teacher were withdrawn from marking the national examinations for not conducting the oral examinations properly. The principal expressed dissatisfaction in terms of the way in which teachers asked for permission, especially by phone. Teachers tended to arrive late for the morning briefing and come to work intoxicated. The principal encouraged the SBMs to assist in fighting this battle.

- Category 8: Recommending the appointment, transfer and promotion of teachers

The findings of the minutes of the school board meeting held on 5 October 2016 indicated that SBMs were informed that there was a vacant Economics teaching post at the school. The acting principal was advised by the Circuit Inspector of Education to write a submission for the post to be advertised before the end of 2016. The teacher should be appointed before the school re-opened in January 2017. The findings of the minutes of the school board meeting held on 27 September 2017 showed that the school board chairperson had asked about the vacant posts occupied by temporary teachers. The principal informed the house that two posts had been advertised in the Government Gazette. The chairperson of the school board wanted to establish the arrangements made for the teachers who had left the school.

- Category 9: Development of school infrastructure

The minutes of the school board meeting dated 27 September 2017 revealed that the principal told SBMs that the school fence needed to be repaired as it had some holes. The school board tasked him to instruct the caretaker to repair these holes. The principal told SBMs that the security house at the main gate was still needed and contributions from the parents were requested. Each parent needed to contribute N\$20 towards the construction of the security house.

Similarly, the principal encouraged the SBMs to also persuade parents to contribute N\$30 at the beginning of the year. Twenty dollars should be used for buying photocopying paper and ten dollars for toilet paper.

The minutes of the school board meeting dated 27 September 2017 indicated that the school board chairperson informed SBMs that the school had bought a water pump at the cost of N\$4 060.00. In addition, the principal, on behalf of the school management, proposed to buy air coolers for the HODs offices.

- Category 10: Managing school finance

The minutes of the school board meeting dated 27 September 2017 revealed that the school board chairperson was concerned about accountability regarding funds obtained from fundraising events, such as the beauty pageant. The principal encouraged a collective effort when carrying out these tasks. Other SBMs wanted the financial committee to produce a financial report of how the money was spent.

- Category 11: School uniform

The findings of the minutes of the school board meeting held on 27 September 2017 revealed that the principal informed the SBMs of the colors of the new school uniform. He stated that the colors for the school uniform should change for both boys and girls. The shirts for boys and girls should have the school logo on the pocket.

- Category 12: School security

The findings of the minutes of the school board meeting held on 5 October 2016 indicated that the acting principal informed SBMs of the presence of a new security company that took over from the old security company.

#### ***5.5.5.2 THEME 2: WORKING TOGETHER***

The findings of the minutes of the school board meeting held on 27 September 2017 revealed that the principal encouraged SBMs to be involved in team building activities organized by both teachers and the school board. He suggested that this helps to improve working relationships among teachers, the principal and parents.

#### ***5.5.5.3 THEME 3: COMMUNICATION***

- Category 1: Lack of transparency in hostel registration for learners

The findings of the minutes of the parent meeting held on 8 February 2018 indicated that some parents complained that teachers always registered their own children in the hostel before the registration date. It was agreed that only the hostel superintendent and not the hostel supervisors should register learners in the hostel. In addition, only learners who had passed should be registered in the hostel.

#### **5.5.6 FINDINGS FROM DOCUMENTS OF SCHOOL SIX**

The researcher presents findings and analyses of the minutes of two school board meetings and one school management meeting. The findings from documents of School Six are guided by

common themes, which include understanding of and adherence to policy. The findings are also guided by research questions as mentioned in Chapter 1 of the study.

The minutes of the school board meeting held on 20 April 2016 revealed that six SBMs were present and five SBMs tendered their apologies to the meeting. Two of those who tendered apologies were teacher SBMs and three were parent SBMs. The school board chairperson chaired the meeting and the minutes of the previous meeting were read. Two matters arose from the previous meeting's minutes. The findings of minutes of the management meeting dated 20 February 2017 showed that seven management members were present. The principal chaired the meeting. Minutes of the previous meeting were not read as they were not available, thus no matters arose from the previous minutes. In addition, the findings of the minutes of the school board meeting held on 15 February 2018 indicated that seven SBMs were present and four SBMs tendered their apologies to the meeting. One of those who tendered apologies was a teacher SBM and three were parent SBMs. The school board chairperson chaired the meeting. Minutes of the previous meeting were not read as they were not available, consequently, no matters arose from the previous minutes.

#### ***5.5.6.1 THEME 1: UNDERSTANDING OF AND ADHERENCE TO POLICY***

Information that was sourced from minutes of meetings associated with understanding of and adherence to policies is discussed in the subsequent section.

- Category 1: Academic performance

The minutes of the school board meeting held on 20 April 2016 revealed that the principal informed SBMs that on 23 February 2016 he had received a letter from NISA requesting for a

classroom where they could be assisting learners in Grade 10 and 12 in upgrading their symbols. A contractual agreement needed to be signed by NISA. The school board secretary promised to bring a soft copy of the contractual agreement. The principal informed SBMs that minor renovations were done to the classroom where the school had to accommodate NISA. The organization paid the agreed fee of N\$3 000.00 to use the classroom. They had already started using the classroom. It is evident from the minutes of the school board meeting held on 15 February 2018 that the principal gave information and announcements of the 2017 results for all Grades, together with the teachers who performed well in different subjects.

- Of the 142 Grade 8 learners who wrote the examination, 103 passed and 39 failed. The percentage of those who passed was 73%.
- Of the 28 Grade 9 learners who wrote the examination, 109 passed and 18 failed. The percentage of those who passed was 85%.
- Of the 159 Grade 10 learners who wrote the examination, 54 passed and 105 failed. The percentage of those who passed was 34%.
- Of the 197 Grade 11 learners who wrote the examination, 138 passed and 59 failed. The percentage of those who passed was 70%.
- Of the 141 Grade 12 learners who wrote the examination, 7 passed and 134 failed. The percentage of those who passed was 5%.

The principal stated that Grade 12 learners did not perform well in English and Mathematics. He affirmed that other learners obtained 23 points because of English. He, furthermore, stated that parents, together with the teachers, had to find a way of helping learners cooperate. He stressed

that some teachers were trying to perform well in their subjects but learners were not cooperative.

- Category 2: Managing school finance

Another matter which arose from the minutes of the school board meeting held on 20 April 2016 was the question of who should approve the school's quotations. The principal stated that the school management could approve quotations and inform the school board. A cheaper quotation could be approved. However, the principal stated that the school had learnt a lesson from approving cheaper quotations, namely that the quality of products or services provided might be poor. Besides this, the principal stated that the treasurer should be informed of all the financial transactions happening on the school's account. Consequently, the treasurer requested to be relieved of his duties due to commitments. However, the school board refused to approve his request. In addition, SBMs were informed that a directive was given for each school to audit their financial books. Independent auditors had already submitted a quotation for doing this service.

The findings of the minutes of a management meeting dated 20 February 2017 showed that the principal was concerned that all departments at the school did not submit their departmental needs to her office as was requested. She indicated that the Social Science department submitted their needs before the meeting. The financial secretary read the balance brought forward and the available balance in the school account. The balance brought forward from 2016 was N\$198 754.69. The current balance available on 6 February 2017 was N\$301 215.18. It was evident from the minutes that school management members had drafted the school budget. The money was allocated to ten votes. It was evident from the minutes of the school board meeting held on

15 February 2018 that the financial report and approval of the school budget for 2018 were postponed to the next school board meeting. The treasurer and the school board secretary were not prepared to present the financial report.

- Category 3: Student grants and fees

The minutes of the school board meeting held on 20 April 2016 revealed that the school board chairperson suggested that SBMs should meet and analyze the USE grant/fund document and have it presented to parents. He encouraged SBMs to study the USE grant document, and explained to parents and learners how the money should be used. SBMs were informed that the USE grant/funds were given to schools in two terms. The USE grant/funds had terms and conditions of how it should be utilized.

- The school should draw up a budget for utilizing the universal secondary school grant.
- The USE grant/funds are to benefit learners. It should not be utilized for the entertainment of learners and teachers.
- The school should write an acknowledgement letter to the Minister of Education upon receiving the USE grant/funds.
- An annual report should be drafted of how the USE grant/funds were utilized.

SBMs were informed of the total balance on the school account which was N\$ 380 686.17.

- Category 4: Recommending the appointment, transfer and promotion of teachers

The minutes of the school board meeting held on 20 April 2016 revealed that the principal informed SBMs of vacant posts at the school. A teacher who went on maternity leave necessitated the post. Another teacher went on early retirement. In addition, the school advertised the post of a cleaner. SBMs agreed not to sign the application for a relief teacher.



The findings of the minutes of the school board meeting held on 15 February 2018 showed that the principal informed the school board that the vacant position for an Accounting teacher at the school was advertised. SBMs recommended transferring some teachers who were not serious about their work. On the other hand, they recommended extending appreciation to teachers who were performing well in their subjects.

- Category 5: Revenue generation initiatives

The minutes of the school board meeting held on 20 April 2016 revealed that the principal presented a request to the school board to sell old shelves and doors through an auction. The following concerns were put forward by SBMs:

- How to sell the items
  - When to see the items to be auctioned
  - Determination of prices
  - Priority to be given to parents
  - The auction should be conducted indoors
  - Staff and SBMs to participate in the auction only when the items would not be bought by parents
  - Parents to be informed of the auction in a parents' meeting scheduled for May 2016.
- Category 6: Service delivery from other stakeholders

The minutes of the school board meeting held on 20 April 2016 indicated that the principal informed SBMs what they had learnt about the poor service delivery of the supplier of the school uniforms. SBMs were informed that had been were many delays on the side of the supplier. In addition, the quality of the school uniform was poor. There were too many big sizes in stock. SBMs suggested that the contract be terminated. They stated that the supplier had failed to meet

the specifications. They tasked the school management to find an original document where learners' sizes were written since there were too many big sizes.

- Theme 7: Lack of educational resources

The minutes of the school board meeting held on 20 April 2016 revealed that the school board had approved a request that parents should be asked to donate one ream of photocopying paper per learner for the remainder of the 2016 academic year. It was agreed that in 2017, parents should be requested to donate one ream of photocopying paper per term per learner. Other minutes of the school board meeting held on 15 February 2018 indicated that parents should be asked to buy a ream of photocopying paper for each of their children at the school.

- Category 8: Regular school board meetings

The minutes of the school board meeting held on 20 April 2016 revealed that the school board had drafted a schedule of school board and parent meetings. The findings of minutes of the school board meeting held on 15 February 2018 indicated that the school board agreed to call a parent meeting to inform them of the results for December 2017. In the meeting, parents should be asked for suggestions how the results at the school could be improved. They should be asked to give support to their children.

- Category 9: Health and safety at the school

In the minutes of the management meeting dated 20 February 2017, the principal informed management members that the school had received a letter from NAMCOL in which they were requesting a classroom where they could put their materials for safe keeping. Management members discussed the matter, and suggested that the school principal should request one of the Grade 8 class teachers to move to one of the staff rooms and that NAMCOL could use the

classroom. Management members requested the principal to inform the NAMCOL coordinator to conduct NAMCOL activities after working hours.

- Category 10: Lack of monitoring by principals

The findings of minutes of the school board meeting held on 15 February 2018 indicated that SBMs noted that there was lack of monitoring on the side of the principal and HODs of both teachers and learners at the school.

- Category 11: Unprofessional conduct among teachers and learners

The findings of minutes of the school board meeting held on 15 February 2018 revealed that SBMs stated that they had observed absenteeism among teachers and learners. In addition, they pointed out that there was lack of commitment among teachers and learners at the school. SBMs noted that learners at the school was improperly dressed, were not serious about their schoolwork and came late to school. They emphasized that the factors mentioned above caused poor results in 2017 in Grades 10 and 12. SBMs affirmed that all learners had to follow the school rules.

- Category 12: Maintaining school infrastructure

It is evident from the minutes of the school board meeting held on 15 February 2018 that SBMs had discussed the issue of the school fence. SBMs stated that metal pillars should be used for the school fence to ensure the security of the learners and school property. The chairperson and the treasurer of the school board were tasked to look for quotations since the school fence issue had already been discussed in a school board meeting in 2017, and was approved. Besides this, the school board agreed to request the Zambezi regional council to assist in building a school hall. The school hall would be utilized for meetings and examinations. On a similar note, the principal informed SBMs that the school needed to build a parking shelter for cars. The school board

agreed and tasked the school management to identify a place where this parking shelter could be built.

### 5.5.7 SUMMARY OF FINDINGS FROM DOCUMENTS

This section presented and analyzed findings of minutes of school board, parents' and management meetings of the six schools that formed part of this study. This was done to verify the responses of principals and SBMs during the interviews and focus group discussions. Categories emerged from the presentation and analysis of these documents. The categories which emerged from these documents are arranged in the Table that follows:

**Table 5.11 Categories that emerged from the presentation and analysis of documents from six schools**

Categories	S1	S2	S3	S4	S5	S6
1. Implementation of day-to-day school activities	√					
2. Maintaining the school infrastructure	√	√	√	√	√	√
3. Lack of involvement in school board meetings	√	√				
4. Recommending the appointment, transfer and promotion of teachers	√	√	√	√	√	√
5. Managing school finance	√	√	√	√	√	√
6. School board training	√					
7. Health and safety at school		√			√	√
8. Academic results	√	√	√	√	√	√
9. Improper conduct among learners		√		√	√	
10. Involvement of parents in their children's education		√				
12. Lack of educational resources / Shortage of textbooks		√	√	√		√
13. Lack of consultation		√				
14. Transparency		√	√			
15. Regular school board meetings and parents' meetings		√		√		√
16. Working together		√	√	√	√	√
17. Donations from stakeholders		√				
18. Lack of accommodation for teachers		√	√			

19. Ensuring that extra-curricular activities took place at the school		√				
20. Dilapidated buildings and lack of educational resources	√	√				
21. Old trees posing danger to buildings and learners				√		
22. Unprofessional conduct of teachers				√	√	√
23. Advisor for SBMs and parents				√		
24. Lack of discipline among teachers and learners				√		√
25. Teacher SBMs not involved in the school budget process				√		
26. Lack of school infrastructure					√	
27. Lack of transparency in hostel registration for learners					√	
28. Student grants and fees					√	√
29. School security					√	
30. Service delivery from other stakeholders						√

## 5.6 CONCLUSION

In this chapter, the data collected to explore the perceptions of principals and SBMs regarding their working relationships in the Zambezi region of Namibia were presented and analyzed. The findings were presented in accordance with the four research questions. During the analysis of data from principals and SBMs, common themes were connected, arranged and organized into specific categories in an attempt to find answers to the four research questions. Patterns and themes that emerged from the data categories were matched with the four research questions to enable analysis, interpretation and the drawing of inferences. The following five common themes emerged from the findings of interviews, focus group discussions and document analysis:

Theme 1: understanding of and adherence to policy

Theme 2: Working together

Theme 3: Communication

Theme 4: Trust

## Theme 5: Fear among SBMs

The themes, which emerged from the findings from interviews, focus group discussions and documents, are discussed in Chapter 6.

## **CHAPTER 6: DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION**

### **6.1 INTRODUCTION**

The purpose of this study was to explore the perceptions of principals and SBMs regarding their working relationships in the Zambezi region. In this chapter, the researcher discusses the findings from interviews, focus group discussions and documents that were presented and analyzed in Chapter 5 by providing an interpretation and giving meaning to the findings. The discussion of findings is classified into relevant themes in order to respond to the four research questions.

Three leadership theories, namely the transformational leadership, partnership and Dewey's theory of democracy in education, guided this study in exploring the perceptions of principals and SBMs regarding their working relationships in the Zambezi region. The theories assisted in the clarification of the challenges that contributed to the lack of a trusting, working relationship between principals and SBMs. The discussion of findings in this chapter was informed by the literature examined in Chapter Two. Below are five themes employed to discuss the findings from interviews, focus group discussions and document analysis.

Theme 1: Understanding of and adherence to policy

Theme 2: Working together

Theme 3: Communication

Theme 4: Trust

Theme 5: Fear among SBMs

The chapter concludes with a presentation of recommendations and the conclusion of the study.

## **6.2 DISCUSSION OF FINDINGS OF THE PERCEPTIONS OF PRINCIPALS AND SBMs REGARDING THEIR WORKING RELATIONSHIPS IN THE ZAMBEZI REGION**

This section presents and discusses the findings of the perceptions of principals and SBMs regarding their working relationships in the Zambezi region of Namibia.

### **6.2.1 THEME 1: WORKING TOGETHER**

The purpose of this study was to explore the perceptions of principals and SBMs regarding their working relationships in the Zambezi region. The findings from interviews, focus group discussions and documents, that were presented and analyzed, revealed that the majority of principals and SBMs perceived their working relationships as generally collegial. Furthermore, principals and SBMs were perceived as important stakeholders when it came to the education of the learners as they played an important role in the discipline of learners. These findings are in line with the characteristics of an effective school board as stated by Ehren, Honingh, Hooge and O'Hara (2016:211-212), namely that school boards should have a trusting and collaborative relationship with their principals, engage in a collegial policy making process that emphasize the need to find solutions, as well as develop consensus among SBMs and other leaders on the identification and implementation of improvement strategies. In addition, they assert that a clear and shared vision and goals for student achievement and quality instruction trickle down to the classroom. The school board should ensure that goals for student achievement include specific targets and standards, and are the highest priority in all schools, without the distraction of other goals and initiatives. The findings also corroborate the partnership theory by Sibanda (2017:570),



namely that in a partnership, the principal allows SBMs to make decisions and partners with them so that the policies and vision are followed according to plan. SBMs are able to take control and work as a team, and the principal works with them in a collegial manner.

This study revealed that the majority of principals, parents and teacher SBMs perceived themselves as working together in ensuring that schools achieved the targeted goals and objectives. The minutes of a school board meeting at School Two revealed that a parent SBM volunteered to fix an overflowing water pipe at the library. In addition, the minutes of a management meeting for School Six revealed that the principal presented a request to the SBMs to sell old shelves and doors through auction as a revenue-generating initiative. The findings are acknowledged by Ament (2013:26) who posits that working together is especially important for those who serve public schools. The primary example of cooperation must come from the principal and the SBMs. Thus, those who govern schools must share a vision and clear expectations, as well as the ability and courage to lead. Therefore, since education is a dynamic system and a collaborative process, principals and SBMs will have to work as a team to engage the public and to nurture a climate conducive to change. Bagarette (2012:98) reiterates that the partnership between principals and SBMs should be based on openness, cooperation, participation and accountability in order for the partners to work together in all spheres of management and governance to promote the best interest of the school. The finding is in line with the partnership theory as stated by Muijs (2015:578) who argues that, in order to make the relationship between principals and SBMs work, these partners need to agree on clear, shared goals and should have a common focus. The goals and focus of the school have to be shared with other partners and not just be the views of one partner.

Despite a generally good and collegial working relationship, the findings in this study revealed that some SBMs did not have a good working relationship with the principals. They affirmed that they were not aware of how the finances of the school were being utilized and they accused principals of not being transparent when it came to staff appointments. The findings are in agreement with the study by Doty (2012:2-3) and Mohapi and Netshitangani (2018:2) who found that both the principals and SBMs had not been working in an ideal situation, leading to the tension between them that intensified the pressure of the two leadership roles and resulted in their strained relationship. The findings of this study validate the argument of Bayat, Louw and Rena (2014:354) that some SGBs are not working properly because they do not have the necessary skills and are not sure of their roles and responsibilities. They reiterate that this situation happens mostly in poorer communities, where people have few resources and many cannot read and write. They echo that the situation is made worse by the fact that some of the schools do not receive enough money, support and training from the government. In addition, the findings revealed that LRCs serving on the school board did not feel free to present their concerns to principals because they feared them. They accused principals of not listening to their concerns. They were not invited to attend school board meetings. The findings might be due to the observation made by Xaba and Nhlapo (2014:433) that most learners on the school board are teenagers who are not interested in attending meetings and workshops at the school.

### **6.3. DISCUSSION OF FINDINGS REGARDING THE IMPORTANCE OF A GOOD WORKING RELATIONSHIP BETWEEN PRINCIPALS AND SBMs**

In this section, the researcher discusses the findings regarding the importance of a good working relationship between principals and SBMs in the Zambezi region of Namibia. Three themes emerged from the responses of principals and SBMs, as well as from the documents, which were analyzed in Chapter 5.

#### **6.3.1 THEME 1: TRUST**

The findings from interviews and focus group discussions revealed that the importance of a good working relationship between principals and SBMs was that unity and trust were developed. Participating principals noted that sometimes parent SBMs felt that the principal did not acknowledge them as SBMs. During school board meetings, they did not offer their ideas, as there was not much trust. They stated that, if parent SBMs were given the opportunity to share their ideas during school board meetings, they would feel recognized and trusted by the school authority, specifically the principal. Gross, Haines, Hill, Francis, Blue-Banning and Turnbull (2015:20) acknowledge that business partnerships are developed with a wide range of local and national for-profit businesses. In Namibia, public schools are managed along business principles, except that the aim is not profit, but rather quality teaching and learning outcomes displayed by the teachers and learners. Just like in a business, the Education Act, Act 16 of 2001 of Namibia anticipates a partnership based on trust between the school board and the principal to serve the best interests of the school.

The finding is in agreement with Ament (2013:64), namely that taking time to build trust is imperative for SBMs to adapt the mission, vision and core beliefs of the school in order for learners to progress with high standards and clear expectations. It is important to note that trust is something that the principal must maintain with the school board members. The finding also validates the statements by Muijs (2015:578) that one of the factors that facilitate the successful partnership between principals and school board members is trust. This is seen as important, not just in creating the conditions that allow schools to accept support and work effectively together, but also in creating a culture of openness towards mistakes and weaknesses. Spicer (2016:10) acknowledges that principals who can build relationships with SBMs and interact with them, hold the central elements for creating a positive school climate. In order to create a positive school climate, principals must be consummate relationship builders in groups, especially with SBMs. When principals lead by example and work to build trust, shared values and a shared vision and working relationships improve and SBMs are happier with their jobs. The findings are in line with the transformational leadership theory by Al-Husseini and Elbeltagi (2015:3) which is based on the assumptions that principals and SBMs need to respect and trust each other in order to gain loyalty, and that everyone has a special contribution to make.

### **6.3.2 THEME 2: UNDERSTANDING OF AND ADHERENCE TO POLICY**

The importance of a good working relationship between principals and SBMs cited by participants in this study revealed that they understood and adhered to what was stated in the policy documents of the Ministry of Education, Arts and Culture (2001:15-16; 2016:5-13). The findings from interviews and focus group discussions revealed that the majority of participating principals, parents and teacher SBMs affirmed that, when there was a good working relationship

between principals and SBMs at the school, it became easier to maintain discipline among learners. Participating principals and SBMs seemed to be working together in maintaining discipline at the school. This importance is similar to the role, responsibilities of SBMs as outlined by the Ministry of Education, Arts and Culture (2001:6) that principals and SBMs should be able to exercise discipline at the school. The findings are in agreement with Dewey's theory of democracy in education, as stated by Sanli and Altun (2015:1), where from the very early ages, learners' manners and attitudes in the environment in which they spend most of their time have been important in interiorizing democracy. Therefore, the basis of being a democratic society depends on a democratic education. Principals and SBMs, in the frame of democratic rules, should be provided to think, argue, criticize and be criticised, respect, have different thoughts and majority, act tolerantly and reach an agreement. In addition, principals and SBMs, who live in the environment in which these activities are performed, can gain more easily and permanently by experiencing the attitudes and manners that democracy requires.

The study established that, when there was a good working relationship between the principal and SBMs, learners at the school had good results. At School Five, the minutes of the school board meeting indicated that the principal was impressed with the August examination results for both Grades 10 and 12, and he was crossing fingers to obtain the same results in the final examination; however, he was worried about the effort that teachers put into the non-external examinations Grades. He expressed his worry about Accounting because learners were not doing well in all the Grades. The finding is in agreement with a statement by Sallee (2014:25) who states that relationships are vital factors in schools. The principal should make relationship building a priority for meaningful results in the school. The findings resonate with the

partnership theory by Mavuso and Duku (2014:427-428) which states that partnership in education has been regarded as a great phenomenon internationally. Partnership is seen as a relationship between principals and SBMs as a means of promoting learners' achievement. It has also been viewed as a means by which the principals and SBMs can be in constant interaction with one another in an endeavor to improve the academic achievements of learners. The theory helps principals and SBMs to create support that will enable learners to succeed.

The findings from interviews and focus group discussions revealed that principals and SBMs were important partners when it came to the smooth running of the school. Participating principals and some SBMs emphasized that the importance of a good working relationship between the two stakeholders in education was to oversee the smooth running of the school. This can be realized when the principal and SBMs are working together to ensure that quality teaching and learning are taking place at the school. The finding is in line with observations made by Onderi and Makori (2012:027), namely that the role of SBMs is to facilitate the smooth operation of teaching and learning in schools through the provision of teaching and learning materials. Similar observations are made by the Ministry of Education, Arts and Culture (2016:29), namely that the principal is morally and legally obliged to cooperate with the school board in the best interest of the school.

### **6.3.3 THEME 3: COMMUNICATION**

It was clear from the findings of this study that where there was a good working relationship between the principal and SBMs, communication appeared to be good between the two stakeholders. The minutes of the school board meeting at School Two revealed that SBMs were

informed of the directive from the Ministry of Education, Arts and Culture that all schools with access to water should establish proper school gardens. The principal informed SBMs that registration for 2019 Grade Zero and Grade One was open. In addition, they were informed of the parent meeting for Grade Zero learners. The findings are supported by Ehren, Honingh, Hooge and O'Hara (2016:212) who advocate that SBMs should establish a strong communication structure to inform and engage both internal and external stakeholders in setting and achieving school goals. The findings also corroborate Dewey's theory of democracy in education as affirmed by Mncube and Naidoo (2014:486). They explain that democracy is understood to be many things and presents in different forms, with somewhat different implications for education. Democracy is viewed as a mode of associated living of conjoint communicated experience. It is linked to the idea of living together, with emphasis on communicative interaction and the sharing of experiences.

The findings from interviews, focus group discussions and documents revealed that there were consultations between principals and SBMs on matters regarding school development. Participating principals during interviews affirmed that, without a good working relationship with SBMs, there was no development at the school and learners ended up failing. At School Six, it was evident from the minutes of the school board meeting that they discussed the issue of the school fence. SBMs stated that metal pillars should be used for the erection of the school fence to ensure the security of the learners and school property. The minutes of the school board meeting also revealed that the school board agreed to request the Zambezi regional council to assist in building a school hall. In addition, the principal informed SBMs that the school needed to build a parking shelter for cars. The findings are in line with what is stated in the GM South

Africa Foundation (2012:9-11) that a school board is responsible for deciding the framework for the conduct and development of the school. This is also in line with the roles and responsibilities of SBMs as stated by the Ministry of Education, Arts and Culture (2001:15), namely that a school board needs to work together with the community to help the development of the school's infrastructure. The school board can organize community members to carry out building projects, such as building a school library and a school hall.

#### **6.4 DISCUSSION OF FINDINGS THAT EMERGED ON THE CHALLENGES FACED BY PRINCIPALS AND SBMs**

This section presents and discusses the findings that emerged on the challenges faced by principals and SBMs regarding their working relationships in the Zambezi region of Namibia. Three themes emerged from the responses of principals and SBMs, as well as from the documents that were presented and analyzed in Chapter 5.

##### **6.4.1 THEME 1: UNDERSTANDING OF AND ADHERENCE TO POLICY**

Another objective of this study was to investigate the challenges that principals and SBMs may be facing regarding their working relationship in the Zambezi region. Modisaotsile (2012:4) points out that the school board must ensure that the school is governed in the best interests of all the stakeholders, and should put the interests of the school before any personal interests. The findings in this study revealed that SBMs misunderstood and did not adhere to their roles and responsibilities as outlined by the Ministry of Education, Arts and Culture (2001:15-16; 2016:5-13). The findings from interviews, focus group discussions and documents, which were presented and analyzed, revealed that principals seemed to find it difficult to ensure that SBMs



attended school board meetings when invited. They gave many excuses and were losing interest in participating in school activities. The findings corroborate that of Nwosu and Chukwuere (2017:20) that parents in the SGBs find themselves in a situation where they have to choose between work that would yield a salary to meet the needs of their families and attend school activities in order to represent the school. They assert that parents are forced to play their roles and are not active in their roles. Learners are not involved due to their studies. The findings have proven that the lack of parents and learners' participation in SGB meetings was a challenge. Xaba and Nhlapo (2014:433) argue that most learners on the school board are teenagers who are not interested in attending meetings and workshops that take place at the school. LRCs do not have transport to and from school board meetings. However, it was established that some parents provided transport to those serving on the school board to attend the meetings and sometimes principals and teachers assisted LRCs serving with transport to attend school board meetings. The findings in the study do not resonate well with the Dewey's theory of democracy in education. Naidoo, Mncube and Potokri (2015:321) argue that democratic leadership fosters participative governance. Democratic leadership has been appropriately described as a participatory, consultative, negotiating and inclusive style of leadership. Besides this, they recommend the link between school and democracy for the manifestation of the democratic transformation of societies. They regard democracy in association with faith in the potential of human nature. Schools have much to offer regarding getting all stakeholders involved, encouraging shared value systems, involving the community and promoting the principles of democracy.

The findings from interviews and focus group discussions revealed that SBMs wanted to be given sitting allowances when attending school board meetings. This seems to be one of the reasons why they did not attend school board meetings. Participating principals stated that parent SBMs always raised this issue in school board meetings. They noted that parent SBMs always reminded them to discuss the issue with the Ministry of Education since it was one of the ways to encourage them to attend school board meetings. During interviews parent SBMs argued that they stayed far from the schools where they served as SBMs and that they were sometimes required to be at the school three or four times in a week. In addition, SBMs pointed out that the sitting allowances could assist them with transport to and from school board meetings. The findings are in agreement with the research findings of Mncube and Mafora (2013:20), namely that parents are a working species. Since they are not being remunerated, they are not keen to do much at school.

The findings from interviews and focus group discussions revealed that the illiteracy level of parent SBMs was ruining their working relationship with principals. The majority of parent SBMs were illiterate and elderly. They lacked the necessary knowledge to understand and adhere to policy issues. They relied on principals for advice and the clarification of policy issues. It emerged from the findings that parent SBMs were not playing their full roles as mandated by the Education Act, Act 16 of 2001 of Namibia. The findings are in agreement with Mncube and Mafora (2013:19), who posit that the involvement of parents in the school government body is poor and ineffective due to the illiteracy of parents. Similarly, Bagarette (2012:103) reiterates that the inability of SGBs members to read and write poses a challenge for the SGBs to develop policies or to interpret the constitution and other education related policies.

The findings from interviews and focus group discussions revealed that training should be organized for all SBMs, including principals. The majority of participating principals and SBMs did not seem to have had school board training. They learned their roles and responsibilities through reading the copy of Part V of the Education Act, Act 16 of 2001 and a booklet titled “The work of the school board: A booklet for school boards in Namibia”. These findings confirm what Bayat, Louw and Rena (2014:354) stress in their research article that some members of the school governing bodies are not working properly because they do not have the necessary skills and they are not sure of their roles and responsibilities. They emphasize that this situation happens mostly in poorer communities, where people have few resources and many cannot read and write. Furthermore, this situation is made worse by the fact that some of the schools do not receive enough money, support and training from the government. The study revealed that principals and SBMs who received training indicated that it was not adequate to equip them with the necessary skills and knowledge of their roles and responsibilities. This might be the case, because the training lasted only for two to three hours. It seems that too much content regarding their roles and responsibilities was covered in these limited hours, making the training incomplete. The findings are in agreement with Rhim (2013:14) who stresses that training provides SBMs with opportunities to learn about their key roles and responsibilities, as well as the more substantive content related to education policy and practice. The findings corroborate with Okcu (2014:2163) who affirms that transformational leadership is the most suitable leadership style that can be adopted in today’s world where great changes occur, new values rise and the future cannot be predicted. Principals and SBMs, who are transformational leaders, are able to apply appropriate management styles and consider situational conditions in the decisions

taken. In addition, principals are able to pay attention to the potential and needs of SBMs in order to develop their capacity.

#### **6.4.2 THEME 2: TRUST**

As part of the statement of the problem of this study, the researcher observed that most of the challenges found in schools in the Zambezi region seemed to be due to the lack of trusting working relationships between the principals and SBMs. This concurs with the findings from interviews and focus group discussions, which revealed that the majority of the teacher SBMs were not involved in the budgeting processes at their schools. There was a lack of trust between teacher SBMs and principals on financial matters. Principals took decisions without consulting teacher SBMs and some decisions taken by the principals were not always discussed in school board meetings. The line of thought by teacher SBMs is in agreement with Bagarette (2012:97) who questions the cooperation between principals and SBMs, whether it is successful or not, since there are numerous reports on power struggles attributed to principals' privileged position of having knowledge on policies and regulations. In support of these findings, Mncube and Mafora (2013:21) and Mohapi and Netshitangani (2018:2) point out that there is some uncertainty regarding the roles, as the legislated functions do not provide a clear distinction between the principals and SBMs. There are some overlap between roles where some SBMs tend to insist on being involved in the professional management of the school. In addition, such unclear boundaries and the resultant encroachment on the roles of others engender conflict and tension that impact the relationship of principals and SBMs. The findings are in agreement with the criticism of the transformational leadership theory by Tafvelin (2013:15-17), Suresh and Rajini (2013:158-159), Lee (2014:20-21) and Deakin (2014:12) who argue that the

transformational leadership is elitist and antidemocratic. Transformational leaders often play a direct role in creating change, establishing a vision and advocating new directions. This gives the strong impression that the leader is acting independently of followers or putting himself or herself above the followers' needs. In addition, transformational leadership lacks conceptual clarity. This is because transformational leadership covers such a wide range of activities and characteristics, including creating a vision, motivating, being a change agent, building trust, giving nurture and acting as a social architect. It is important to mention that it is difficult to define the exact parameters of transformational leadership. Thus, the parameters of transformational leadership often overlap with similar conceptualizations of leadership.

### **6.4.3 THEME 3: FEAR AMONG SBMS**

The findings from the focus group discussions revealed that LRCs serving on the school board feared their principals. They stated that they feared to approach their principals to tell them about their problems or proposals. They accused principals of making decision on their own and not considering concerns or proposals raised by LRCs serving on the school board. However, participating principals accused LRCs serving on the school board of not following proper channels of communication when raising their concerns. Mncube and Harber (2013:10) reiterate that learners tend to be shy and find it difficult to express themselves on issues because they feel that they might insult their elders who are members of the school board and this may attribute to this finding. The Education Act, Act 16 of 2001 of Namibia motivates learners to participate on the school board, but the African culture makes it difficult for them to air their views amidst adults. The finding contradicts Dewey's theory of democracy in education. Naidoo, Mncube and Potokri (2015:321) argue that democratic leadership fosters participative governance.

Democratic leadership has appropriately been described as a participatory, consultative, negotiating and inclusive style of leadership. In addition, the Ministry of Education, Arts and Culture (2001:19) mandate that secondary school learners, who are members of the LRC, should be part of school governance through participating on the school board.

## **6.5 DISCUSSION OF FINDINGS THAT EMERGED ON STRATEGIES THAT CAN BE EMPLOYED TO BUILD A GOOD WORKING RELATIONSHIP BETWEEN PRINCIPALS AND SBMs**

In this section, the researcher presents and discusses the findings that emerged on strategies that could be employed to build a good working relationship between principals and SBMs in the Zambezi region of Namibia. Four common themes emerged from the responses of principals and SBMs, as well as from the documents that were presented and analyzed in Chapter 5.

### **6.5.1 THEME 1: UNDERSTANDING OF AND ADHERENCE TO POLICY**

Another objective of this study was to collate strategies that principals and SBMs could employ to build their working relationship. In their research article, Mohapi and Netshitangani (2018:11) outline strategies to empower parent SBMs to perform their governance roles and responsibilities. The strategies include the empowerment of stakeholders, devolution of powers, expected and actual assistance, communication and influence, task orientation, friendliness and support. The findings from interviews, focus group discussions and documents, which were presented and analyzed, reveal that regular school board meetings could help build a good working relationship between principals and SBMs. The minutes of a school board meeting at School Four revealed that the SBMs drafted a schedule of school board meetings, teachers,

parents and learners' meetings. SBMs at School Two were informed of the scheduled meetings for 2018. The findings are in line with the GM South Africa Foundation (2012:9-10) which confirms that, building an effective team, requires regular attendance at school board meetings and energetic commitment from all SBMs. This entails appreciating what each member of the school board has to offer, sharing the workload, showing respect for colleagues and their differing opinions and being a loyal team member.

It emerged from the findings that training should be organized for principals and SBMs regarding their roles and responsibilities. It was also revealed that principals and SBMs were not implementing their full roles and responsibilities as stipulated in the Education Act, Act 16 of 2001 and a booklet titled "The work of the school board: A booklet for school boards in Namibia". They had not read the two policy documents. In addition, the majority of the parent SBMs who participated in this study had qualifications ranging from Grade 10 to 12. They seem to be uneducated. As the researcher indicated in Chapter 2, the roles and responsibilities of SBMs are an indicator of the working relationship that exists between principals and SBMs. If principals encroach on the roles of the SBMs and vice versa, it may determine the perceptions of the two parties towards each other. The roles and responsibilities determine whether their relationship works for better or for worse. The findings corroborate the Ministry of Education, Arts and Culture (2016:1) which affirms that it is important to train new and current SBMs in school governance on a continuous basis in order to enhance their capacities to support schools. It, furthermore, asserts that the training of SBMs is particularly due to the changing nature of issues affecting our society in general and our schools in particular. The findings are in agreement with Rhim (2013:14) and Nwosu and Chukwuere (2017:21) who state that training

provides SBMs with opportunities to learn about their key roles and responsibilities, as well as more substantive content related to education policy and practice. As acknowledged earlier, the findings corroborate Okcu (2014:2163) who posits that transformational leadership is the most suitable leadership style that can adapt in today's world where great changes occur, new values rise and where the future cannot be predicted. This means that principals and SBMs who are transformational leaders are able to apply appropriate management styles and consider situational conditions in the decisions taken. In addition, principals are able to pay attention to the potential and needs of SBMs in order to develop their capacity.

### **6.5.2 THEME 2: WORKING TOGETHER**

It was revealed by parent SBMs that one of the strategies that could improve their working relationship with principals was by working together. They suggested that, if they worked together with the principals on all matters related to school development, they would have the opportunity to guide and advise principals where they needed support. It was revealed from the findings of teacher SBMs that spending a bit of time outside working hours with the principal was another strategy that could assist in building a good working relationship. They stated that they needed to socialize with the principal through farewell functions at the end of each year in order to have time to reflect and be together as a family to share many relevant experiences. In addition, the school board meeting held at School Five, revealed that the principal encouraged SBMs to be involved in team building activities organized by both teachers and the school board. The findings resonate well with the transformational leadership theory by Taole (2013:77) positing that principals who are transformational leaders are actively engaged in the tasks of



school vision and capacity building. Such principals are also involved in team building and programme design and management.

### **6.5.3 THEME 3: COMMUNICATION**

Another strategy that was revealed by the findings during interviews and focus group discussions is that there should be good communication between principals and SBMs. Both participating principals and SBMs stated that, in most working relationships, communication is the key. They stated that principals should be inviting all SBMs to discuss and share ideas regarding school development. Ehren, Honingh, Hooze and O'Hara (2016:212), who acknowledge that SBMs should establish a strong communication structure to inform and engage both internal and external stakeholders in setting and achieving school goals, support the finding. This is also in agreement with Bauer and Brazer (2012:46) who affirm that communication is critical to involving others, both from the school and outside. The finding corroborates the partnership theory by Mavuso and Duku (2014:427-428) who state that partnership in education has been regarded as a great phenomenon internationally. Partnership is seen as a relationship between principals and SBMs as a means of promoting learner achievement. It has also been viewed as a means by which principals and SBMs are in constant interaction with one another in an endeavor to improve the academic achievement of learners. This theory will help principals and SBMs to create support that will enable learners to succeed. It will bring together principals and SBMs, as well as create a forum in which diverse ideas can be concretized into solid, effective educational programmes. The partnership theory indicates open dialogue between principals and SBMs, during which conversation, discussion and deep listening will take place. In addition, principals and SBMs will foster social creativity, which is necessary for the establishment of novel ways of

interacting with one another. Furthermore, this theory will also foster the communication and cooperation essential for principals and SBMs.

The findings from interviews and focus group discussions revealed that participating principals should create an open door policy to all SBMs. This entails that the principals should welcome all SBMs in their offices and the ideas and suggestions they present. Principals should be transparent by involving all SBMs in school activities. The findings are in line with Mncube and Mafora (2013:18) who affirm that the role of the school governing bodies is to promote values, such as transparency, fairness and extending equal employment opportunities to all. There should be no secrecy between the two stakeholders.

It emerged from the findings that principals and SBMs should give constructive criticism as a way of building one another, not fight and blame each other. In agreement with this finding, Van der Westhuizen (2015:308) makes a similar observation that conflict, in the sense of an honest difference of opinion, where a choice must be made between two alternative methods, is unavoidable and can be a valuable exercise. Constructive conflict ensures that all the possibilities are carefully considered and that future planning is done based on the advantages and disadvantages which the alternatives offer. Harber and Mncube (2012:111) affirm that Dewey's theory of democracy in education can help principals, teachers, parent members and learners who want to be explicitly trained in democratic skills and capabilities, such as speaking skills and putting forward a case. In addition, it can help principals and SBMs to have good listening, chairing, organizing and planning, as well as the assertiveness and conflict resolution skills.

## **6.6 RECOMMENDATIONS**

This subsection presents the recommendations of the study. These recommendations are based on the weaknesses revealed in this study.

### **6.6.1 UNDERSTANDING OF AND ADHERENCE TO POLICIES**

The recommendations that are associated with understanding of and adherence to policies are as below.

#### ***6.6.1.1 Recommendation on scheduled school board meetings***

The study revealed that principals seemed to find it difficult to have SBMs attend school board meetings as SBMs were found to be losing interest in participating in school activities. Based on these findings, the researcher recommends that schools should have scheduled school board meetings that are communicated very early to everyone concerned. The issue of calling school board meetings haphazardly should be discouraged. The secretary of the school board should be reminded to perform his or her roles and responsibilities to the best of his or her ability for the smooth running of operations.

#### ***6.6.1.2 Recommendation on allowances for SBMs***

The researcher recommends that all SBMs should be given sitting allowances. These allowances should be adequate to cover transport costs and other necessities whenever SBMs attend school board meetings. The allowances can also serve as a motivation for SBMs to attend school board meetings more regularly.

### ***6.6.1.3 Recommendation on training of SBMs***

The study revealed that there was a lack of school board training for principals, teacher SBMs, parent SBMs and LRCs serving on the school board. Therefore, the researcher recommends that principals and SBMs need compulsory and appropriate training that will enable them to understand and perform their roles and responsibilities well. Where necessary, school board trainers should employ the vernacular language (or seek the services of an interpreter) so that parent SBMs who are not bilingual can understand and grasp all the essential concepts of the training programme. The researcher, furthermore, recommends that school board training for principals, parent and teacher SBMs should take place after every two years while LRCs serving on the school board should be trained once a year immediately after their election. The researcher also recommends that the current school board training programme for principals and SBMs should be evaluated with the aim of identifying opportunities for improvement. The training should improve the literacy levels of parent SBMs and LRCs serving on the school board to enable them to understand their roles and all the other associated policies. This should help them to perform to expectations.

### ***6.6.1.4 Recommendation on criteria for serving on the school board***

The Ministry of Education, Arts and Culture's (2001:16; 2016:2) policy states that the membership of the SB should consist of not less than five and not more than 13 voting members. These members include parents with children at the school, but who are not employed there (parents must be in the majority). In addition, school teachers and the principal of the school are members of the school board. Moreover, two learners at the school nominated by the Learners' Representative Council (LRCs) are members of the school board. The researcher recommends

that willing community members who are educated and knowledgeable but do not have children at the school should be elected to serve on the school board. Furthermore, it is recommended that schools should consider specifying the minimum educational qualifications expected for parent SBMs who serve on the school board.

#### ***6.6.1.5 Recommendation on due processes***

There should be clear policies and processes regarding the recruitment of staff members who work at the school. The principal should follow recruitment processes ardently and should regularly report to the committee any intentions to do so. The involvement of SBMs to partake in school governance issues that affect the school is of utmost importance. Principals are advised to be transparent in all matters that affect the school, including the management of finances.

#### **6.6.2 COMMUNICATION**

Even though the findings of the study reveal that there was a good flow of information between principals and SBMs, effective communication can be enhanced by employing the vernacular language in meetings to ensure that parent SBMs understand all the proceedings and are involved. Principals should value input, from everyone and should take time to listen to all SBMs including parent SBMs. Principals should learn not to monopolize conversations but allow a free flow of information from other parties. The principals are advised to be considerate yet concrete, accurate, very clear, short and to the point when presiding over the meetings.

### **6.6.3 LACK OF TRUST**

This study revealed that there was a lack of trust between principals and SBMs. It should be acknowledged that trust is earned, and this process takes a bit of time. It is advisable for the principal and other SBMs to communicate effectively, keep to what they say and always follow through with tangible actions. All the board members, including the principal, should value the relationship they have to be able to achieve their common goals. SBMs should feel appreciated and should be given a platform to contribute their input and be involved in making decisions that matter.

### **6.6.4 FEAR AMONG SBMs**

To reduce fear demonstrated by LRCs serving on the school board during meetings, it is advisable to have appropriate training for a better understanding of their roles and responsibilities. Principals and SBMs should allow LRCs serving on the school board to present their concerns freely during school board meetings. An elected board member should be given the responsibility of providing support to LRCs serving on the school board. Part of the support should be to clarify what is expected of them on the school board and any other important issues that can help integrate LRCs serving on the school board fully without any fear.

### **6.6.5 WORKING TOGETHER**

In order for principals to work in harmony with SBMs, it is essential to have well-defined roles and treat everyone fairly and respectfully. Moreover, principals should always act professionally and share critical and accurate information at the right time with everyone. This helps to avoid information asymmetry and can help prevent unnecessary conflicts. To ensure that a sustainable working relationship exists between the principal and SBMs, consultative engagement is

recommended. In the case of a conflict, feuding parties are advised to prioritize compromise, accommodation, collaboration and put the organization above individual interests. Principals should learn to trust SBMs to regain trust and positive feelings that can improve relations and teamwork.

## **6.7 FURTHER STUDIES**

The following are suggested research studies that can be explored:

- The study was limited to the target population of principals and SBMs in the Zambezi region of Namibia. Given what emerged from the study, the researcher recommends that an extensive study, which should include principals and SBMs throughout Namibia, be conducted to enhance more understanding of the phenomenon under investigation.
- A study employing a mixed method approach needs to be undertaken in order to improve the reliability of the gathered data while at the same time allowing for obtaining more in-depth information of the relationship between principals and SBMs. The use of the two research approaches allow building on the strengths of each approach and, hence, minimize flaws.
- A thorough, quantitative research needs to be undertaken to assess the causal influence of trust, fear, as well as communication, on relationships between principals and SBMs.

## 6.8 CONCLUSION

The aim of this study was to explore the perceptions of principals and SBMs regarding their working relationships in the Zambezi region of Namibia. Doty (2012:2-3) and Mohapi and Netshitangani (2018:2) reveal that both the principals and SBMs have not been working in an ideal situation, leading to the tension between them intensifying the pressure of the two leadership roles and resulting in their strained relationship. Mncube and Mafora (2013:18) argue that the role of the school governing bodies (SGBs) is to promote values, such as transparency, fairness and extending equal employment opportunities to all. Bagarette (2012:103) maintains that the inability of SGBs members to read and write poses a challenge for the SGBs to develop policies or to interpret the constitution and other education related policies. Furthermore, this inability to read and understand the SASA or other Acts and policies creates a situation where the school governing body relies on the principal for the interpretation of all documents. Unfortunately, this situation results in principals taking all decisions on behalf of the school governing body. Mohapi (2014:275) posits that, in terms of the SASA, the introduction of SGBs in schools means that the power has been entrusted to them. It is, therefore, important to emphasize that allocating power to the SGBs implies that the school governing body members are able and willing to take decisions that are made in the spirit of true democracy. However, parents (members of the SGBs) at some schools are reluctant to participate in decision-making due to their low education level or power struggles in the SGBs. Mncube and Naidoo (2014:485) reiterate that members of the SGBs, including parents and learners, should be well informed regarding issues of school governance and legal requirements that are stipulated in the South African Schools Act (SASA) No.84 of 1996 as a way of enhancing school effectiveness.



The above authors raised important issues pertaining to SGBs and SBMs. This study further contributed to the functionality of the school board in the Zambezi region of Namibia but from a different angle. From the findings of this study, the researcher can confirm that, to work properly, principals and SBMs should have a healthy working relationship. Understanding of and adherence to policy, working together, trust and communication among SBMs are vital, not only in Namibia but world-wide. It is a requirement of the Education Act, Act 16 of 2001 of Namibia to promote accountability, active participation, effective exercising of powers and the performance of functions by SBMs (Ministry of Education, Arts and Culture, 2001:15).

The reviewed literature argues that principals play a major role in creating a good and effective working relationship with SBMs. This relationship can be fruitful if all SBMs understand their roles and responsibilities well so that they can perform to the best of their abilities. The findings of the study indicate that there is a collegial working relationship between principals and SBMs that is punctuated by a good flow of information. However, principals were perceived as lacking transparency particularly on issues pertaining to the finances of the school and recruitment of staff. A number of challenges were identified in the study. The findings revealed that it is not always possible for SBMs to adhere to policy expectations, such as attending all board meetings and participating in school activities largely due to a failure of the school to provide sitting allowances to all SBMs.

The findings also reveal that there is a lack of adherence to policies, such as offering training to SBMs in order for them to perform their roles and responsibilities effectively, staffing the school board with elderly parents with poor educational backgrounds who struggle to understand

policies and perform according to expectations. The study also revealed that there was a general lack of trust between teacher SBMs and principals on financial aspects, as well as in the decision making process. Principals took decisions without consulting teacher SBMs. Some decisions taken by the principals were not always discussed in the school board meeting. The study revealed that most of the time, LRCs serving on the school board feared their principals. It was found that the LRCs feared to approach their principals and explain their problems or proposals. Principals have been accused of making decisions on their own and not considering the concerns or proposals raised by LRCs serving on the school board.

Based on the mentioned findings of the study, it can be concluded that the objectives of the study as outlined in Chapter 1, literature review and data presentation and analysis, were addressed. Many lessons regarding the working relationship between principals and SBMs in the Zambezi region of Namibia can be learned and put to use. The suggested recommendations can be implemented to help improve the working relationship among all parties serving on the school board.

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## APPENDICES

### APPENDIX A: Letter requesting permission to conduct research in Zambezi Education region

P.O. Box 617  
Ngweze  
Namibia  
7 August 2017

Mr. A.M. Samupwa: Regional Director  
Zambezi Education Region  
Private Bag 5006  
Ngweze

Dear Sir

#### **Request for permission to conduct research at six (6) schools in the Zambezi education region**

I, **Stanley Chombo Chombo** am doing research under supervision of **Dr. Soane J. Mohapi**, a Lecturer in the Department: Centre for Continuing Education and Training towards a Doctor of Education Degree at the University of South Africa. We are seeking your permission to carry out a study entitled “**The perceptions of principals and SBMs regarding their working relationships in the Zambezi region, Namibia**” in six (6) schools in the Zambezi education region.

The aim of the study is to explore the perceptions of principals and SBMs regarding their working relationships in the Zambezi region, Namibia.

The study will entail carrying out interviews, focus group discussions and document analysis which will be done on the dates and times agreed upon with participants.

The benefits of this study are to provide valuable information to principals and SBMs of primary, combined and secondary schools, educational practitioners and researchers in their probe for creating a platform for smooth dialogue and harmonization of their operations for the good of the schools and the surrounding communities. The researcher hopes that this study provides insight that will increase the effectiveness in the realization of good working relationship.

Potential risks are that the process of interviewing may cause inconvenience to the participants. In addition, participation of learners’ representative council members (LRCs) in this study is voluntary. Thus, the researcher will write letters requesting parental consents for LRCs who will be involved in the study, explaining the purpose of the research, and their rights during the whole research process. There will be no reimbursement or any incentives for participation in the research.

Feedback procedure will entail sharing the findings with the Ministry of education and other stakeholders in education.

Yours Sincerely

---

Stanley Chombo Chombo  
UNISA Student

## **APPENDIX B: Letter requesting permission from principals to conduct research at your school in Zambezi Education region**

P.O. Box 617  
Ngweze  
Namibia  
7 August 2017

The Principal  
School one, Private Bag, Katima Mulilo  
School two, P O Box, Ngweze  
School three, P O Box, Katima Mulilo  
School four, Private Bag, Ngweze  
School five, P O Box, Ngweze  
School six, Private Bag, Katima Mulilo

Dear Sir/Madam

### **Request for permission to conduct research at your school**

I, **Stanley Chombo Chombo** am doing research under supervision of **Dr. Soane J. Mohapi**, a Lecturer in the Department: Centre for Continuing Education and Training towards a Doctor of Education Degree at the University of South Africa. We are seeking your permission and inviting you to participate in a study entitled “**The perceptions of principals and SBMs regarding their working relationships in the Zambezi region, Namibia**”.

The aim of the study is to explore the perceptions of principals and SBMs regarding their working relationships in the Zambezi region, Namibia.

The study will entail carrying out interviews and document analysis which will be done on the dates and times agreed upon with you.

The benefits of this study are to provide valuable information to principals and SBMs of primary, combined and secondary schools, educational practitioners and researchers in their probe for creating a platform for smooth dialogue and harmonization of their operations for the good of the schools and the surrounding communities. The researcher hopes that this study provides insight that will increase the effectiveness in the realization of good working relationship.

Potential risks are that the process of interviewing may cause inconvenience to you, teachers, parent members of the school board and learners representative council members (LRCs). In addition, your participation, teacher, parent members of the school board and learners’ representative council members (LRCs) in this study is voluntary. Thus, the researcher will write letters requesting parental consents for LRCs who will be involved in the study, explaining the purpose of the research, and their rights during the whole research process. There will be no reimbursement or any incentives for participation in the research.

Feedback procedure will entail sharing the findings with your school and other stakeholders in education.

Yours Sincerely

---

Stanley Chombo Chombo  
UNISA Student

## APPENDIX C: Letter to the teacher SBMs

P.O. Box 617  
Ngweze  
Namibia  
7 August 2017

School one, Private Bag, Katima Mulilo  
School two, P O Box, Ngweze  
School three, P O Box, Katima Mulilo  
School four, Private Bag, Ngweze  
School five, P O Box, Ngweze  
School six, Private Bag, Katima Mulilo

Dear Sir/Madam

This letter is an invitation to consider participating in a study I, STANLEY CHOMBO CHOMBO am conducting as part of my research as a doctoral student entitled “**The perceptions of principals and SBMs regarding their working relationships in the Zambezi region, Namibia**” at the University of South Africa. Permission for the study has been given by the Ethics Committee of the College of Education, UNISA. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic. I would like to provide you with more information regarding this project and what your involvement would entail if you should agree to take part. The importance of the working relationships between principals and SBMs in education is substantial and well documented. In this interview I would like to have your views and opinions on this topic. This information can be used to improve the working relationships between principals and SBMs.

Your participation in this study is voluntary. It will involve a focus group interview (discussion) of approximately twenty minutes in length to take place in a mutually agreed upon location at a time convenient to you. You may decline to answer any of the focus group interview (discussion) questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the focus group interview (discussion) will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points. All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be retained on a password protected computer for 5 years in my locked office.

The benefits of this study are to provide valuable information to principals and SBMs as well as other stakeholders in education. You will not be reimbursed or receive any incentives for your participation in the research.

If you would like to be informed of the final research findings, please contact STANLEY CHOMBO CHOMBO on +264 812119802 or email [schombo@yahoo.com](mailto:schombo@yahoo.com).

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision regarding participation, please contact me at +264 812119802 or by e-mail at [schombo@yahoo.com](mailto:schombo@yahoo.com).

I look forward to speaking to you and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form.

Yours sincerely

Stanley Chombo Chombo  
Researcher's name (print)

\_\_\_\_\_  
Researcher's signature:

07.08.2017  
Date:

## APPENDIX D: Letter to parent SBMs

P.O. Box 617  
Ngweze  
Namibia  
7 August 2017

School one, Private Bag, Katima Mulilo  
School two, P O Box, Ngweze  
School three, P O Box, Katima Mulilo  
School four, Private Bag, Ngweze  
School five, P O Box, Ngweze  
School six, Private Bag, Katima Mulilo

Dear Sir/Madam

This letter is an invitation to consider participating in a study I, STANLEY CHOMBO CHOMBO am conducting as part of my research as a doctoral student entitled “**The perceptions of principals and SBMs regarding their working relationships in the Zambezi region, Namibia**” at the University of South Africa. Permission for the study has been given by the Ethics Committee of the College of Education, UNISA. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic.

I would like to provide you with more information regarding this project and what your involvement would entail if you should agree to take part. The importance of the working relationships between principals and SBMs in education is substantial and well documented. In this interview I would like to have your views and opinions on this topic. This information can be used to improve the working relationships between principals and SBMs.

Your participation in this study is voluntary. It will involve an interview of approximately twenty minutes in length to take place in a mutually agreed upon location at a time convenient to you. You may decline to answer any of the focus group interview (discussion) questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the focus group interview (discussion) will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points. All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be retained on a password protected computer for 5 years in my locked office.

The benefits of this study are to provide valuable information to principals and SBMs as well as other stakeholders in education. You will not be reimbursed or receive any incentives for your participation in the research.

If you would like to be informed of the final research findings, please contact STANLEY CHOMBO CHOMBO on +264 812119802 or email [schombo@yahoo.com](mailto:schombo@yahoo.com).

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision regarding participation, please contact me at +264 812119802 or by e-mail at [schombo@yahoo.com](mailto:schombo@yahoo.com). I look forward to speaking to you and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form.

Yours sincerely

Stanley Chombo Chombo  
Researcher's name (print)

\_\_\_\_\_  
Researcher's signature:

07.08.2017  
Date:



## APPENDIX E: Letter requesting parental consent for minors to participate in a research project

P O Box 617  
Ngweze  
Namibia  
7 August 2017

Dear Parent

Your son/daughter/child is invited to participate in a study entitled “**The perceptions of principals and SBMs regarding their working relationships in the Zambezi region, Namibia**”.

I am undertaking this study as part of my doctoral research at the University of South Africa. The purpose of the study is to explore the perceptions of principals and SBMs regarding their working relationships in the Zambezi region, Namibia and the possible benefits of the study are the improvement of the working relationships between principals and SBMs. I am asking permission to include your child in this study because he/she is a learners’ representative council member (LRC) and a school board member. I expect to have seven other children participating in the study.

If you allow your child to participate, I shall request him/her to take part in a focus group interview (discussion) of approximately twenty minutes in length.

Any information that is obtained in connection with this study and can be identified with your child will remain confidential and will only be disclosed with your permission. His/her responses will not be linked to his/her name or your name or the school’s name in any written or verbal report based on this study. Such a report will be used for research purposes only.

There are no foreseeable risks to your child by participating in the study. Your child will receive no direct benefit from participating in the study; however, the possible benefits to education are to provide valuable information to principals and SBMs as well as other stakeholders in education. Neither your child nor you will receive any type of payment for participating in this study.

Your child’s participation in this study is voluntary. Your child may decline to participate or to withdraw from participation at any time. Withdrawal or refusal to participate will not affect him/her in any way. Similarly you can agree to allow your child to be in the study now and change your mind later without any penalty.

The study will take place during regular classroom activities with the prior approval of the school and your child’s teacher.

In addition to your permission, your child must agree to participate in the study and you and your child will also be asked to sign the assent form which accompanies this letter. If your child does not wish to participate in the study, he or she will not be included and there will be no penalty. The information gathered from the study and your child’s participation in the study will be stored securely on a password locked computer in my locked office for five years after the study. Thereafter, records will be erased.

The benefits of this study are to provide valuable information to principals and SBMs as well as other stakeholders in education. Potential risks are that the process of interviewing may cause inconvenience to the participants.

There will be no reimbursement or any incentives for participation in the research.

If you have questions regarding this study please ask me or my study supervisor, Dr. Soane J. Mohapi, Department: Centre for Continuing Education and Training, College of Education, University of South Africa. My contact number is +264 8121 19802 and my e-mail is [schombo@yahoo.com](mailto:schombo@yahoo.com). The e-mail of my supervisor is [mohapsj@unisa.ac.za](mailto:mohapsj@unisa.ac.za). Permission for the study has already been given by the Ethics Committee of the College of Education, UNISA.

You are making a decision regarding allowing your child to participate in this study. Your signature below indicates that you have read the information provided above and have decided to allow him or her to participate in the study. You may keep a copy of this letter.

Name of child:

Sincerely

\_\_\_\_\_  
Parent/guardian’s name (print)

\_\_\_\_\_  
Parent/guardian’s signature:

\_\_\_\_\_  
Date:

Stanley Chombo Chombo  
\_\_\_\_\_  
Researcher’s name (print)

\_\_\_\_\_  
Researcher’s signature

07.08.2017

\_\_\_\_\_  
Date:

**APPENDIX F: Letter requesting assent from learners in a secondary school to participate in a research project**

P O Box 617  
Ngweze  
Namibia  
7 August 2017

The perceptions of principals and SBMs regarding their working relationships in the Zambezi region, Namibia.

Dear Learner

Date: 07.08.2017

I am doing a study on **“The perceptions of principals and SBMs regarding their working relationships in the Zambezi region, Namibia”** as part of my studies at the University of South Africa. Your principal has given me permission to do this study in your school. I would like to invite you to be a very special part of my study.

This letter is to explain to you what I would like you to do. There may be some words you do not know in this letter. You may ask me or any other adult to explain any of these words that you do not know or understand. You may take a copy of this letter home to think regarding my invitation and talk to your parents regarding this before you decide if you want to be in this study.

If you agree to participate, I shall request him/her to take part in a focus group interview (discussion) of approximately twenty minutes in length.

I will write a report on the study but I will not use your name in the report or say anything that will let other people know who you are. Participation is voluntary and you do not have to be part of this study if you don't want to take part. If you choose to be in the study, you may stop taking part at any time without penalty. You may tell me if you do not wish to answer any of my questions. No one will blame or criticise you. When I am finished with my study, I shall return to your school to give a short talk regarding some of the helpful and interesting things I found out in my study. I shall invite you to come and listen to my talk.

The benefits of this study are to provide valuable information to principals and SBMs as well as other stakeholders in education

Potential risks are that the process of interviewing may cause inconvenience to you as a participant. You will not be reimbursed or receive any incentives for your participation in the research.

If you decide to be part of my study, you will be asked to sign the form on the next page. If you have any other questions regarding this study, you can talk to me or you can have your parent or another adult call me at +264 812119802. Do not sign the form until you have all your questions answered and understand what I would like you to do.

Researcher: Stanley Chombo Chombo

Phone number: +264 812119802

**APPENDIX G: Consent form**

I have read the information presented in the information letter regarding the study in education. I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and add any additional details I wanted. I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participant's Name (Please print): \_\_\_\_\_

Participant Signature: \_\_\_\_\_ Date : \_\_\_\_\_

Researcher Name: Stanley Chombo Chombo

Researchers signature: \_\_\_\_\_

Date: 7 August 2017

**APPENDIX H: Written assent to learner**

Do not sign the written assent form if you have any questions. Ask your questions first and ensure that someone answers those questions

**WRITTEN ASSENT**

I have read this letter which asks me to be part of a study at my school. I have understood the information regarding my study and I know what I will be asked to do. I am willing to be in the study.

\_\_\_\_\_  
Learner's name (print):                      Learner's signature:                      Date:

\_\_\_\_\_  
Witness's name (print)                      Witness's signature                      Date:

(The witness is over 18 years old and present when signed.)

\_\_\_\_\_  
Parent/guardian's name (print)                      Parent/guardian's signature:                      Date:

Stanley Chombo Chombo                      \_\_\_\_\_                      07.08.2017  
Researcher's name (print)                      Researcher's signature:                      Date:

## APPENDIX I: Semi structured interview questions to parent SBMs

Title of the interviewee: \_\_\_\_\_

Current position of the interviewee: \_\_\_\_\_

Gender of the interviewee: \_\_\_\_\_

1. What is your level of education and experience?

Uneducated	
Grade 7 and below	
Grade 10 and below	
Grade 12 and below	
Diploma, Degree and above	

2. Where is the school situated?

Rural area	
Town	

3. How many learners are enrolled at the school?

Below 100	
101 to 300	
301 to 500	
501 to 700	
701 to 900	
901 to 1 000	
1 001 and above	

4. For how long have you been a school board member?

5. Can you describe your current roles and responsibilities as a school board member?

6. Do you implement all the roles and responsibilities of SBMs at your school as stipulated in the guide for establishing and maintaining effective school boards?

If yes, describe how these roles and responsibilities are carried out?

If no, which roles and responsibilities don't you carry out and why?

7. Did you receive training to prepare you as a school board member?

8. Do you feel the training was good enough?

If yes or no, why?

9. In your opinions, how do you describe your working relationship with the principal?

If it is good, describe?

If it is not good, describe?

10. In your view, what is the importance of having a good working relationship with the principal?

11. In your opinion, what are the factors that affect your working relationship with principal?

12. What appears to be the challenges that you have as a school board member?

13. In your view, what strategies can you use to build a good working relationship with the principal?

## APPENDIX J: Focus group discussion questions to LRCs in the SB

Title of the interviewee: \_\_\_\_\_

Current position of the interviewee: \_\_\_\_\_

Gender of the interviewee: \_\_\_\_\_

1. What is your level of education and experience?

Uneducated	
Grade 7 and below	
Grade 10 and below	
Grade 12 and below	
Diploma, Degree and above	

2. Where is the school situated?

Rural area	
Town	

3. How many learners are enrolled at the school?

Below 100	
101 to 300	
301 to 500	
501 to 700	
701 to 900	
901 to 1 000	
1 001 and above	

4. For how long have you been a school board member?

5. Can you describe your current roles and responsibilities as a school board member?

6. Do you implement all the roles and responsibilities of SBMs at your school as stipulated in the guide for establishing and maintaining effective school boards?

If yes, describe how these roles and responsibilities are carried out?

If no, which roles and responsibilities don't you carry out and why?

7. Did you receive training to prepare you as a school board member?

8. Do you feel the training was good enough?

If yes or no, why?

9. In your opinions, how do you describe your working relationship with the principal?

If it is good, describe?

If it is not good, describe?

10. In your view, what is the importance of having a good working relationship with the principal?

11. In your opinion, what are the factors that affect your working relationship with principal?

12. What appears to be the challenges that you have as a school board member?

13. In your view, what strategies can you use to build a good working relationship with the principal?

## APPENDIX K: Focus group discussion questions to teacher SBMs

Title of the interviewee: \_\_\_\_\_

Current position of the interviewee: \_\_\_\_\_

Gender of the interviewee: \_\_\_\_\_

1. What is your level of education and experience?

Uneducated	
Grade 7 and below	
Grade 10 and below	
Grade 12 and below	
Diploma, Degree and above	

2. Where is the school situated?

Rural area	
Town	

3. How many learners are enrolled at the school?

Below 100	
101 to 300	
301 to 500	
501 to 700	
701 to 900	
901 to 1 000	
1 001 and above	

4. For how long have you been a school board member?

5. Can you describe your current roles and responsibilities as a school board member?

6. Do you implement all the roles and responsibilities of SBMs at your school as stipulated in the guide for establishing and maintaining effective school boards?

If yes, describe how these roles and responsibilities are carried out?

If no, which roles and responsibilities don't you carry out and why?

7. Did you receive training to prepare you as a school board member?

8. Do you feel the training was good enough?

If yes or no, why?

9. In your opinions, how do you describe your working relationship with the principal?

If it is good, describe?

If it is not good, describe?

10. In your view, what is the importance of having a good working relationship with the principal?

11. In your opinion, what are the factors that affect your working relationship with the principal?

12. What appears to be the challenges that you have as a school board member?

13. In your view, what strategies can you use to build a good working relationship with the principal?

## APPENDIX L: Semi-structured interview questions with the principals

Title of the interviewee: \_\_\_\_\_

Current position of the interviewee: \_\_\_\_\_

Gender of the interviewee: \_\_\_\_\_

1. What is your level of education and experience?

Uneducated	
Grade 7 and below	
Grade 10 and below	
Grade 12 and below	
Diploma, Degree and above	

2. Where is the school situated?

Rural area	
Town	

3. How many learners are enrolled at the school?

Below 100	
101 to 300	
301 to 500	
501 to 700	
701 to 900	
901 to 1 000	
1 001 and above	

4. For how long have you been a principal?

5. Can you describe your current roles and responsibilities as a principal and an ex-officio member of the school board?

6. Do you implement all the roles and responsibilities as a principal at your school as stipulated in the guide for establishing and maintaining effective school boards?

If yes, describe how these roles and responsibilities are carried out?

If no, which roles and responsibilities don't you carry out and why?

7. Did you receive training to prepare you on how you should work with SBMs?

8. Do you feel the training was good enough?

If yes or no, why?

9. In your opinions, how do you describe your working relationships with different stakeholders represented on the school board?

If it is good, describe?

If it is not good, describe?

10. In your view, what is the importance of having good working relationships with each one of these stakeholders?

11. In your opinion, what are the factors that affect your working relationship with each one of these stakeholders?

12. What appears to be the challenges that you have as an ex-officio member of the school board with each one of these stakeholders?

13. In your view, what strategies can you use to build a good working relationship with each one of these stakeholders?



**APPENDIX M: Research Ethics Clearance by the UNISA College of Education Ethics Review Committee.**



**UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE**

Date: 2017/11/15

Ref: **2017/11/15/58536833/03/MC**

Dear Mr Chombo

Name: Mr S Chombo

Student: 58536833

**Decision:** Ethics Approval from  
2017/11/15 to 2022/11/15

**Researcher:**

Name: Mr S Chombo

Email: schombo@yahoo.com

Telephone: +264 81 211 9802

**Supervisor:**

Name: Dr SJ Mohapi

Email: mohapsj@unisa.ac.za

Telephone: +27 12 481 2734

**Title of research:**

**The perceptions of principals and school board members about their working relationships in Zambezi region, Namibia**

**Qualification:** D Ed in Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2017/11/15 to 2022/11/15.

*The **low risk** application was reviewed by the Ethics Review Committee on 2017/11/15 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:



University of South Africa  
Preller Street, Muckleneuk Ridge, City of Tshwane  
PO Box 392 UNISA 0003 South Africa  
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150  
www.unisa.ac.za

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date 2022/11/15. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.


*Note:*

The reference number **2017/11/15/58536833/03/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,



**Dr M Claassens**  
**CHAIRPERSON: CEDU RERC**  
 mcdtc@netactive.co.za



**Prof V McKay**  
**EXECUTIVE DEAN**  
**UNISA**  
**College of Education**  
 2017 -11- 23  
 Office of the Executive Dean

University of South Africa  
 Preller Street, Muckleneuk Ridge, City of Tshwane  
 PO Box 392 UNISA 0003 South Africa  
 Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150  
 www.unisa.ac.za

Approved - decision template – updated 16 Feb 2017

## APPENDIX N: Approval from Zambezi Education Region



REPUBLIC OF NAMIBIA  
ZAMBEZI REGIONAL COUNCIL  
DIRECTORATE: EDUCATION, ARTS AND CULTURE



Tel: +26466261902/964

Ngoma Road

Private Bag 5006

Fax: +26466253187

Govt Building

Katima Mulilo, Namibia

Enquiries: Adrenah Mukela

Our Ref:

Date: 04 December 2017

PO Box 617  
Ngweze  
Namibia

Dear Mr. Stanley Chombo Chombo

**RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT SIX (6) SCHOOLS IN THE ZAMBEZI EDUCATION REGION**

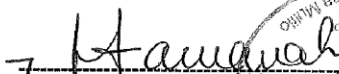
Your letter to the office of the Regional Director: Zambezi Region date 04 December 2017 with the caption permission to conduct research in Schools within Zambezi Region was received.

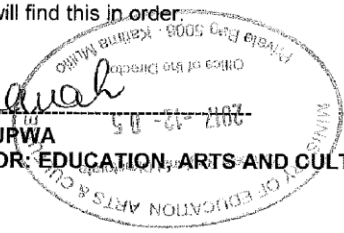
Kindly be informed that approval is granted to you to conduct a research as requested, but let me draw your attention to the following aspects: **NOTE!**

- a) The granted approval should not disrupt the normal teaching and learning at those schools you intend visiting.
- b) You are therefore, requested to share your findings with the Ministry of Education, Arts and Culture.

**By way of this letter the Inspectors of Education concerned are notified accordingly of your presence in the schools.**

I trust and hope you will find this in order.

  
MR AUSTIN M SAMURWA  
REGIONAL DIRECTOR: EDUCATION, ARTS AND CULTURE



## APPENDIX O: Editor Certificate

# Word Trust

Prof. T. C. Smit  
P. O. Box 90548  
Windhoek  
Namibia

email: tcsmit2@gmail.com  
Cell: +264 81 129 6339

2 August 2019

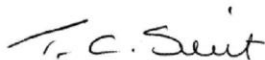
### To whom it may concern

I, the undersigned, hereby acknowledge that I edited and proof read Mr Chombo's PhD dissertation for language and typographical correctness. I did not affect changes to the content of the dissertation.

I have indicated the areas to which attention should be paid. All textual changes made after the date above are not covered by the editing and proof reading.

I trust that my advice was accepted and that these corrections and changes were executed as suggested.

Sincerely



Prof. T. C. Smit

PhD (Cognitive Linguistics); MA (TESOL); BA Hons. (TESOL); BA Hons. (English Literature); Post-Graduate Diploma in Special Education (Remedial Teaching); Post-Graduate Diploma (Secondary Teaching); BA (Languages)

## APPENDIX P: MyUnisa M & D Student Activities

Click the "Add new student activity" link to add a new student activity.

To add a comment or date of feedback, select the appropriate item below and then click on the button "Add comment/date of feedback". NB: This functionality is only allowed for certain activities.

Student number 58536833 (MR S C CHOMBO )

Qualification 90038 (DOCTOR OF EDUCATION)

Speciality EDM (EDUCATION MANAGEMENT)

First  
Registration  
Date 20160126

Number of  
Years  
Registered For Qualification: 4 For Research  
Proposal: 1

Study unit TFEDM01 (Thesis)

Title The perceptions of principals and school board members  
regarding their working relationship in the Zambezi region  
of Namibia

---

May the student reregister for next year? Yes

Supervisor/Contact person Department  
Dr SJ MOHAPI EDU LEADER AND MAN Supervisor

User	Activity	Date	Date of feedback	Comment
Dr SJ MOHAPI	4 - Chapter(s) received	20170210		RECEIVED CHAPTER 1 FROM THE STUDENT AND RETURNED IT FOR CORRECTIONS ON THE 19 FEBRUARY 2017: 19H00
Dr SJ MOHAPI	4 - Chapter(s) received	20170210		CHAPTER 1 RECEIVED CORRECTED AND RETURNED TO STUDENT ON THE 19 FEB 2017
Dr SJ MOHAPI	4 - Chapter(s) received	20170210		RETURNED TO STUDENT FOR CORRECTION
Dr SJ MOHAPI	4 - Chapter(s) received	20170410		RECEIVED CHAPTER TWO ON THE 30 MARCH 2017, RETURNED TO THE STUDENT FOR CORRECTIONS ON THE 13

Dr SJ MOHAPI	11 - Chapter(s) Approved	20170607
Dr SJ MOHAPI	4 - Chapter(s) received	20170628
Dr SJ MOHAPI	4 - Chapter(s) received	20170720
Dr SJ MOHAPI	4 - Chapter(s) received	20170804
Dr SJ MOHAPI	11 - Chapter(s) Approved	20171030
Dr SJ MOHAPI	7 - Academic discussions with student	20171121
Dr SJ MOHAPI	4 - Chapter(s) received	20171204
Dr SJ MOHAPI	4 - Chapter(s) received	20180727
Dr SJ MOHAPI	4 - Chapter(s) received	20180831
Dr SJ MOHAPI	4 - Chapter(s) received	20180925
Dr SJ MOHAPI	11 - Chapter(s) Approved	20181112
Dr SJ MOHAPI	11 - Chapter(s)	20181217

APRIL 2017

CHAPTER 1 AND 2 HAS BEEN APPROVED. STUDENT TO SUBMIT CHAPTER 3 AND APPLICATION FOR ETHICAL CLEARANCE

CHAPTER RECEIVED CORRECTED RETURNED TO STUDENT FOR HIS ATTENTION

RECEIVED CHAPTER 3 AND RECOMMENDED MINOR CHANGES. THE STUDENT IS REQUESTED TO APPLY FOR ETHICAL CLEARANCE AFTER SUBMITTING FINAL CORRECTED CHAPTER 3

CHAPTER THREE ACCEPTED AND STUDENT'S ETHICAL CLEARANCE CORRECTED AND RETURNED TO THE STUDENT

CHAPTER 3 WAS APPROVED. ETHICAL CLEARANCE SUBMITTED AND CORRECTED, WAITING FOR THE FEEDBACK FROM THE COMMITTEE

ETHICAL CLEARANCE APPROVED STUDENT TO ADDRESS THREE ETHICAL COMMITTEE CONCERNS AND THE CLEARANCE LETTER WILL BE ISSUED

THREE FIRST CHAPTERS RECEIVED AND CONFIRMED. ETHICAL CLEARANCE SECURED AND SENT TO THE STUDENT

RECEIVED AND CORRECTED RESEARCH METHODOLOGY CHAPTER. THE FEEDBACK WAS GIVEN TO STUDENT

RECEIVED CHAPTER 5 FROM STUDENT. CORRECTED AND GAVE FEEDBACK. STUDENT TO USE RECENT SOURCES (2014-2018).

RECEIVED CHAPTER 5 CORRECTED AND RETURNED TO STUDENT TO MAKE CORECTIONS

STILL WAITING FOR STUDENT'S CORRECTED CHAPTER 5. ON THE 15 NOVEMBER 2018 STUDENT'S WILL BE SUBJECTED TO TURN IT IN

CHAPTER 1-5 OF STUDENT APPROVED. THESE CHAPTERS WERE SUBMITTED TO

	Approved		TURN IT IN RESULTS OF TURN IT IN IS 32% SIMILARITIES
Dr SJ MOHAPI	11 - Chapter(s) Approved	20190403	CHAPTER 1-5 REVIEWED, SENT BACK TO STUDENT. THE STUDENT WAS REQUESTED TO INSERT PAGE NUMBERS AND WORK ON CHAPTER 6
Dr SJ MOHAPI	11 - Chapter(s) Approved	20190703	RECEIVED COLLATED CHAPTER 1-6 FROM STUDENT. FEEDBACK TO STUDENT WILL BE GIVEN WITHIN FIVE WORKING DAYS
Dr SJ MOHAPI	11 - Chapter(s) Approved	20190711	ALL CHAPTERS REVIEWED AND RETURNED TO STUDENTS FOR HIS FINAL CORRECTIONS. STUDENT WAS ENCOURAGED TO ATTEND A CONFERENCE AND PRESENT PART OF HIS WORK IN ORDER TO GET COMMENTS TO IMPROVE ON HIS STUDY
Dr SJ MOHAPI	12 - Final thesis submitted	20190815	RECEIVED CORRECTED CHAPTERS 1-6 FROM STUDENT. AFTER EDITING THESE CHAPTERS REQUEST FOR EXAMINATION WILL BE SUBMITTED

**APPENDIX Q: Turnitin report**

# Complete edited dissertation

*by* Stanley Chombo

---

**Submission date:** 14-Aug-2019 06:15PM (UTC+0200)

**Submission ID:** 1160115414

**File name:** Chombo Edited Dissertation.docx (1.95M)

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## Complete edited dissertation

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PAGE 17

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PAGE 18

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PAGE 19

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PAGE 20

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PAGE 21

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PAGE 22

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PAGE 23

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